

NGO Management for International Development
Prof: Jennifer N. Brass, PhD
MW 11:30am to 12:45pm, Room 273
Fall 2024

This is a "living" document, so note that the syllabus will change if updates are needed as we learn together.

Course Description

What role do non-governmental organizations (NGOs) play in the process of international development? How do NGOs work? Under what conditions are they successful, and how do we define and measure this success? What hampers NGOs from achieving their goals, and what can be done to prepare or react to these factors? How do NGOs get their money, and what do they spend it on? How does one get a job in development?

This course is designed to help students work on answering these questions and the management issues embedded in them. It is both an upper division undergraduate and a MPA course designed to introduce students to the theory and practice of NGO management for international development.

The course begins with a broad look at theories of international development and how our understanding of the process of development has changed over time. We'll look at the role of the state, market and NGOs in the development process. We'll discuss the rise of NGOs as major actors in development.

We'll next dive into the environments in which NGOs work, first considering the political and cultural context in which NGOs work, ethical issues related to context, and managerial decision-making strategies related to them. We'll also probe the factors that contribute to or allow us to measure success and failure in NGO programs, all the while problematizing what "success" means. From there we'll assess fundraising, human resources, and getting your foot in the development door.

Some of the course will intentionally delve into *theoretical* issues of development. While you may be at the O'Neill School for a "practical education," there are skills to be gained from reading, understanding and evaluating complex ideas. Development work is not easy – and failure is common – so these skills are the most crucial you can get at SPEA. This said, there will also be considerable applied work in the course, for those who prefer it. I'll try to strike a balance between the two.

Since NGOs work on topics ranging the gambit from refugee or disaster relief to democracy promotion to water and sanitation to electricity generation to microfinance; work in nearly every country in the world; and house on-the-ground program administrators, logisticians, back-office program managers, executive directors, fundraisers, accountants, researchers, evaluators, doctors, nurses, and engineers (among others), it is impossible to cover any substantive issue in great detail in a single semester. The course therefore aims to cover the general development management issues and big-picture questions you are likely to encounter, giving space in many assignments for application to the topic of your choice.

Additionally, I have carefully selected class materials that present a variety of topics and arguments from a range of perspectives. It is likely that connections between our course and current and/or historical events outside the classroom will come up in in class. Those connections may require careful thought

rather than being immediately obvious, but the ability to understand and analyze connections among ideas and events is a core skill in professional career and will stand you in good stead in your life beyond IU.

Finally, because of the very broad range of international development and nonprofit management experience in this class, some topics may seem “too easy” for very experienced students, while at the same time are very challenging for students with little previous experience. Each year, I see these reactions occur simultaneously in single class sessions. I urge those of you familiar with the topics to push yourselves deeper into the complexities of the issue, and to help others understand them. I urge those of you unfamiliar to ask thoughtful questions, to look into examples, and to learn from your more experienced colleagues. Students get as much out of this course as they put in; I hope you choose to engage fully.

Course Description from the IU Bulletin

Coursework prepares students for employment in international development. It covers a range of theoretical material and practical skills, answering questions like: What role do NGOs play in developing countries? How do we define and measure NGO success or failure? How do NGOs fundraise, plan, evaluate and collaborate on programs?

Course Objective and Learning Outcomes

Course Goals

1. Students will be able to explain and apply factors that must be present in for NGO programs to be successful.
2. Student will also be able to identify potential challenges (both inside the organization, and with regard to its political, economic and social context) of operating an NGO program, as well as devising potential solutions.

Learning Objectives

Students will...

1. Have a realistic understanding of what development work entails.
2. Be able to apply theories of development to real-world situations.
3. Articulate challenges of working in lower income countries, including political, economic, cultural, social, environmental, organizational, human resource and other challenges.
4. Articulate reasons why many development programs in general, and those of many NGOs in particular, have been unsuccessful.
5. Design a program evaluation. This could include the use of log-frames, experiments, alternative M&E tools, etc.
6. Identify mechanisms for funding NGOs, both international and small, local organizations
7. Articulate why political feasibility assessments are necessary, and explain how one might be done for a particular project/conduct a desk-based PFA.
8. Work on skills that are generally practical:
 - a. Writing succinctly
 - b. Working with others
 - c. Reasoned decision-making
 - d. Articulating logic paths
 - e. Time management (in sometimes stressful conditions)

How We'll Learn: A mix of in-class discussion/lecture and "flipped classroom" with in-class work/exercises and out-of-class prerecorded materials

This is an intensive, fast-paced course designed at the masters level. It is open to enrollment by masters students and advanced undergraduates interested in learning about how NGOs work in developing countries. Although there are no prerequisites, the course requires some familiarity with international development or a strong desire to learn.

This semester, the course is organized in Modules. In addition to larger assignments (which are detailed in the syllabus), almost all Modules will include:

1. material for you to read, watch, listen to, and/or explore outside of class;
2. one in-person "flipped class session" where we work on graded assignments or do activities; and
3. one in-person traditional class, with lecture and discussion on the topics for that module

What do these things mean?

1. **material for you to read, watch, listen to, and/or explore:** These are independent activities you do on your own time. Each week there will be assigned readings as well as pre-recorded short lectures, videos and/or podcasts to watch or listen to. These must be completed before our weekly in-person traditional class.
2. **in-person "flipped class sessions":** Studies show that people learn best when they actively engage class materials and engage with other students, so these sessions are designed to facilitate that engagement, while also providing an incentive for students to stay on schedule, and time when groups for group projects can meet without having to deal with scheduling nightmares. Additionally, they allow the instructor to interact with students to gauge where understanding is murky, so that we can work together to clarify things as questions arise. During these sessions, you will do low-stakes, short module assignments, work on your group NGO proposal assignment, work on the "applied exercises," or do other activities as instructed. Attendance is required.
3. **in-person traditional class:** These class sessions will usually be a combination of traditional lecture, small group discussions, and whole-class discussions. For some modules, we will do discussion of case studies that you must read ahead of time. Attendance is required.

NOTE: The goal of partially flipped classes is to have more student-oriented learning in-class, and to do things that don't benefit as much from interactions outside of class. The total amount of hours spent in the course (and the total number of assignments, etc.) is the same as in a traditional semester.

In addition to these components of each Module, there will be writing assignments and an exam over the course of the semester. I will provide you with feedback on each of these assignments, so make sure to check your [instructor comments](#) when you receive a notification that something has been graded.

Required Texts and How to Read

Almost all readings, including all but one case study, are available on Canvas. There are links to each reading within each Module overview page, or you can find them in [Files](#) by Module number. Note, however, that there are often supplemental readings in the Files folder.

In the past, anyone with IU credentials could order Harvard case studies – like the one reading this semester not available on Canvas! – through [here](#) and get them within 2 days.

Reading: Reading is crucial for this course. It is important because of the way that people learn – most people do not remember things they heard in lecture, if you ask them about that lecture a couple of months after it happened. They do, however, remember things that they first read about, then heard about, and then – most importantly! – discussed actively. This is why you read for my class, and why we have discussions. To learn well.

For each assigned reading, you should understand it enough that you could describe the *main points* in 1-4 sentences without looking at the article. You should **not** read so closely that you're thinking about each sentence individually – instead, try to read as you would pleasure reading, allowing you to extract big ideas and points. This can be difficult if you're not used to it, but gets easier with practice.

How to do academic reading quickly: Before approaching each reading, think about what the key questions are for the week and about how the questions from this week relate to what you know from previous weeks. Then skim over the reading to get a sense of the themes it covers, and, before reading further, think about what questions you hope the reading will be able to answer for you. Next, read the introduction and conclusion. This is normally enough to get a sense of the big picture. Ask yourself: Are the claims in the text surprising? Do you believe them? Can you think of examples of places that do not seem consistent with the logic of the argument? Next ask yourself: What types of evidence or arguments would you need to see in order to be convinced of the results? Now read through the whole text, checking as you go through how the arguments used support the claims of the author. It is rare to find a piece of writing that you agree with entirely. So, as you come across issues that you are not convinced by, write them down and bring them to class for discussion. Also note when you are pleasantly (or unpleasantly) surprised, when the author produced a convincing argument that you had not thought of.

Conversations in class will **often** ask you to discuss the readings, beginning with the question “what’s the point of this reading?” or “summarize the reading.” This is not to quiz you on it – it’s because the point of the reading is interesting/important/groundbreaking at the time it was written/controversial/etc. I want to dig into that. I need to know that you understood the main idea before we can add complexity to it.

I will do my very best not to assign things that are useless (understanding I might be a better judge of that than you are, and that students have a variety of interests, of course). If we do not cover readings to a sufficient degree, I expect you to bring issues up and ask questions. Keep in mind that it’s often hard for professors familiar with topics to know where students have trouble or not, since we know the material already.

Catch Up Materials for those Unfamiliar with Course Topic

If you have not yet worked or lived in a less economically developed country, you should read these short, easy-to-digest stories of personal experiences abroad:

<http://www.transitionsabroad.com/listings/living/articles/moving-to-china-to-work-and-live-cultural-immersion.shtml>

http://www.transitionsabroad.com/listings/living/articles/living_in_nampula_mozambique.shtml

http://www.transitionsabroad.com/listings/travel/travel_writing/an_exorcism_in_zambia.shtml

These were written by Westerners in other places in the world and are written from that perspective. Some of them have particular viewpoints, which I may not always agree with, and which I encourage you to consider with a critical eye. I'm not endorsing everything in every website, documentary, or reading I list here.

I also *highly, highly, highly* recommend reading one or more biographies of humanitarian work, journalistic accounts of experience in the aid industry, or other such book to get your head in the game. Unfortunately, many seem to be inspired to write them following their disenchantment with the development industry, so read them with that in mind. Such books include:

Tracy Kidder. *Mountains beyond Mountains*.

Alex de Waal. *Famine Crimes: Politics and the disaster relief industry in Africa*.

Caroline Abu-Sada. *In the Eyes of Others: How people in crises perceive humanitarian aid*.

Samantha Power. *Chasing the Flame: Sergio Vieira and the fight to save the world*.

Timothy Morris. *The Despairing Developer: Diary of an aid worker in the Middle East*.

Ben Rawlence. *City of Thorns. Nine lives in the world's largest refugee camp*.

Leanne Olson. *A Cruel Paradise: Journals of an international relief worker*.

Michael S. Gerber. *Sweet Teeth and Loose Bowels: The adventures of an international aid worker*.

Michael Maren. *The Road to Hell: The ravaging effects of foreign aid and international charity*.

Muhammad Yunus. *Banker to the Poor: Micro-lending and the battle against world poverty*.

David Rieff. *A Bed for the Night: Humanitarianism in Crisis*.

Graham Hancock. *Lords of Poverty: The power, prestige and corruption of the international aid business*.

Deborah Scroggins. *Emma's War*.

Romeo Dallaire. *Shake Hands with the Devil: the failure of humanity in Rwanda*.

Here is a selection of [blogs and news sources](#) about development. Follow one. There are many more, and of course folks one can follow on Instagram, tiktok, etc. Also take time to read reputable news. I like the BBC news the best (<http://www.bbc.com/news/>) for international coverage, or the national news sources of a country.

<https://www.devex.com/news>

<http://www.theguardian.com/global-development-professionals-network/series/aid-worker-wellbeing>

<http://www.poverty-action.org/blog>

http://rodrik.typepad.com/dani_rodriks_weblog/

<https://frompoverty.oxfam.org.uk/>

<http://blog.aiddata.org/>

<http://bloodandmilk.org/>

<http://www.owen.org/blog>

<http://marcfbellemare.com/wordpress/>

<http://www.globaldashboard.org/>

<http://www.goinginternational.com/blog/>

<http://blogs.worldbank.org/>

<http://blogs.worldbank.org/african/>

<http://blogs.worldbank.org/developmenttalk/>

<https://www.cgdev.org/commentary-and-analysis>

<https://chrisblattman.com/blog/>

Here are a few **Documentaries on global poverty**: [The End of Poverty](#) : I haven't watched this one, but it has won awards;

Poverty, Inc. - you can [check out of the library](#) (in old school DVD form, apparently) or it appears to be rentable on many platforms (Prime, YouTube, etc.)

A [list of films](#) that might be useful to watch

And finally, a [long list of books recommended for first-year-of-college students interested in international development](#) that was put together in the UK. It may seem a bit old, but most of the ideas haven't changed all that much in the past decade, particularly if you are looking for overviews.

Course Policies

1. Attendance: **Attendance is required in this class**, and is covered through Module exercises, most of which are done in-class, and which includes an attendance-taking. You may miss two classes without repercussions. I drop the lowest two required Module Exercise scores for each student. I didn't have an attendance policy for several years, but students started missing more and more class, and it disrupted learning considerably. So I added back the attendance policy.
2. Make-up Exams: Make-up Exams are available only if an absence is approved by the professor before the start of the exam.
3. Late Assignments: Late work will only be allowed if it is approved by the professor before the due date.
4. Withdraw Deadline: After the auto-W deadline, withdrawal will be significantly limited and you will need permission to withdraw and must meet requirements established by O'Neill.

Assignments

To assess work in this class, you will do a semester-long group project, an exam, two applied exercises, and short Module assessments. These will be the same assignment for undergraduates and grad students, but they will be graded with different expectations. I will provide you with feedback on these assignments, so make sure to check your [instructor comments](#) when you receive a notification that something has been graded.

Semester-long group project:

The biggest assignment for this course will be for you to write, in groups, a grant proposal of the type that NGO workers write to fund their projects. You will identify a real problem in a real place in the world, propose a solution to it, prepare an implementation plan for your solution, and explain to a donor how it is feasible, how much it will cost, and how you will monitor and evaluate it. You will write the proposal as if you work for an NGO of your choosing.

Each group's final written project will be around twenty to thirty *single-spaced* pages, including activity descriptions, budgets, feasibility assessments, and evaluation tables.

While you will not take an exam on the latter sessions of the course, your final project must explicitly incorporate the ideas and lessons from this section of the class. The final project will allow you to focus on learning objectives 3, 4, 5, 6 and 8.

Why we do this semester-long project: One thing every NGO worker ends up thinking about at some point or another is how to fund the NGO's work. This assignment lets you practice formal grant writing.

In doing so, it fosters creative problem solving, causal logic, writing skills, and the ability to work with other people in stressful situations (i.e. a global pandemic). At least two former students have told me that they thought they got a job after graduating because of this assignment (which they talked about extensively in their job interviews, apparently).

Group Project presentation:

During the final week of class, your group will provide a presentation to the whole class as though it were a fundraising pitch for your semester-long group project organization and project. Depending on the number of groups in the class, these presentations will be in the range of 12-18 minutes, with additional time for Q&A.

Why we do presentations: It's a good idea to practice public speaking generally, and PERSUASIVE public speaking in particular. In most professional careers, you will have to make a presentation to your peers at some point or many points. By the end of the semester, this will be a safe space in which to practice this important skill. We will focus on the idea that this is a sales pitch for these presentations.

Exam:

The **exam** will cover the “big idea” issues from roughly the first two-thirds of the course. It will be an essay exam. You will help write the exam questions, and have some choice of responses on it.

All students are expected to take the exams at the day and time identified in the class schedule. Make up exams will only be given if (a) the student informs the professor s/he will be absent **prior** to the exam time, and (b) the student provides adequate documentation of illness or a family emergency. If these conditions are not satisfied, no makeup exam will be offered.

Why we do exams: Sometimes we need to know something so well that we can spout-off on the topic for a while. One of the best ways to know something this well is to think of tough questions and prepare answers to them ahead of time, so that when asked, the responses flow out. The format of the exams helps with this skill.

Applied Assignments:

Students will complete **two out of five** applied assignments - problem-solving activities, analyses, or practical skills development. These are usually 2-3 page single-spaced written assignments. You may pick which two that you do. You will receive more information on each applied assignment as the class progresses, but the applied assignments will cover the following topics (relevant learning objective in parentheses):

- Political Feasibility/Context Assessment (6, 8)
- Participatory Development (3, 4, 8)
- Worker Safety (2, 3, 4, 8)
- Monitoring, Evaluation and Learning (MEL) (4, 5, 8)
- Human Resources (1, 3, 4, 8)

Each of the applied assignments will either start or end with in-class work or discussion, which should make them both easier and more relevant. Much of what you learn by doing the applied assignments is useful for your final project as well. Think of the applied assignments like a problem set in a statistics

class –you should spend about the same amount of time working on each applied assignment as you do for each problem set you have in statistics or econ classes.

Why we do applied assignments: Each of these assignments lets you practice something you might have to do for a real NGO in the “real world.” They also let you practice communication skills. To convey something convincing and that provides useful information in a limited amount of space and time is one of the most important skills you can learn. Many (most?) people do it poorly, which is why you are practicing it (it's quite difficult!). You will use these skills in your professional life. These assignments also foster analytic reasoning (comparison, evaluation, analysis, creation, justification, synthesis); concise, professional writing; creative problem solving; time management; and if appropriate, statistical analysis.

Module Assignments:

For most modules in the course, you will be asked to participate in a Canvas Discussion thread on the readings/videos/podcasts, complete a short quiz, reading check or survey, do a small amount of research on a topic relevant to the module, work on an assignment in-class, and/or complete a peer evaluation of your final project peers. Ideally, on the Discussion posts, you will engage with others in the class. You will be graded on whether or not you have made a good faith effort on the module assignments. There will be an assignment each week (and sometimes more than one assignment), but **the lowest two scores will be dropped, so you can skip two without penalty.**

Why we do Short Module Assignments: Assignments are designed to facilitate your engagement with course readings and other materials and help you think about how what we discuss in class is relevant to the “real world.” They are not “busy work,” which I hate (if doing busy work is bad, imagine what grading busy work feels like!). The Discussion tool in Canvas is used so that you can interact with each other, not just with me. This class is no fun at all (for me) and not great on the learning front (for you) if you don’t actively engage with the readings and the world.

Schedule of Assignments (excluding Module Assignments)

September 25	Statement of Need for final project groups
October 2	Political Feasibility/Context Assessment Applied Exercise*
October 9	Worker Safety Applied Exercise*
October 23	Exam
October 30	Participatory Development Applied Exercise*
November 20	MEL Applied Exercise*
December 4	Human Resources Applied Exercise*
December 9-11	Final Presentation Slides (presentations Dec 4 and Dec 6)
December 18	Final Group Projects due (chosen because this is when our final exam slot is)
*Recall you only need to complete two of these five exercises	

Grading

Final grades are based on the following breakdown:

Description (number of assignments)	Weighting in Final Grade
Group NGO Grant Proposal	20%
Group Presentation	10%
Exam	30%
Applied Exercises (2)	30%
Module Assignments (~15)	10%

I will make every reasonable effort to post grades in Canvas within **two weeks** of the due date. Since Canvas keeps track of all of your grades, you should always be able to estimate your current grade in the course. That said, your final grade will be lower if you miss more than 2 class meetings!

Peer Evaluation: For your final project, you will be graded partially based on peer assessments. These will be done confidentially, allowing you to be honest in your assessment of each other's skills and weaknesses. There will be several opportunities for peer evaluation during the semester, so that I can help groups that may be struggling.

You should always feel free to ask questions about how I grade! I'm happy to clarify anything. To begin: Note that when grading individual work, I will grade the undergrad and graduate work separately. I grade all undergrad assignments before grading any graduate work, so that I am not biased in my expectations of undergraduates. Group work is graded as a group (so good teamwork is crucial!).

On written work, I grade in a comparative manner, and I read everything turned in twice or three times to make sure I am getting the grade right. I first skim the papers/essays/exams turned in, giving me a rough idea of the range of the quality of the work. I then begin to loosely rank the assignments ("this one is stronger than that one; these two are both good in different ways, and better than this third one, etc."). Usually at this point, there is a clear distinction between the best papers (A-level), fairly good papers (B-level), not-so-good papers (C-level) and very poor papers (D or F papers). I then read each paper carefully and assign a letter grade that puts it with other papers of the same quality. If everyone's paper is worthy of an A, I give everyone an A.

A-level papers will demonstrate the following:

- Answering the question and/or doing what the assignment requires;
- Correctly defining or explaining terms, concepts and theories;
- Making a coherent argument with tight logic and reasoning;
- Showing your ability to summarize, synthesize and analyze materials;
- Displaying the application of abstract theories to concrete situations;
- Using the course materials (particularly readings) as foundations for analysis and argumentation;
- Demonstrating appropriate levels of outside research (with documentation) when required;
- Writing in your own words rather than mere regurgitation of lectures or readings;
- Writing clearly and concisely. Grammar, punctuation and a sense of writing style matter in the "real world" – therefore, they matter in this class.

In more general terms, the following will help you understand what the grade you earn means:

Grade Interpretation of Grade

A **AWESOME.** The submission follows all instructions. All elements demonstrate care, clarity, and professionalism. Almost all elements are quite good. A few elements are exceptional, and some creativity

is on display on some level. These papers tend to invoke a, “Wow. That was really interesting!” or “Nice! That was really well done!” response in the reader.

B BETTER. The submission follows all instructions. Most elements are completed with care, clarity, and professionalism. A few elements are quite good. B papers, and especially B+ papers often have nothing massively wrong with them, but they do not invoke a “Wow” or “Nice!” response. The difference between A and B papers is often in the level of clarity, detail, precision and (lack of) needless repetition of ideas. Writing that dances around concepts or describes them vaguely is common in B papers, including B+ ones.

C COMPETENT. The submission adequately follows most instructions. All elements are minimally completed, or certain elements may good while others are largely unsuccessful. Unlike A and B papers, C papers usually have at least one fundamental flaw in direction-following, degree of repetition, vagueness, or lack of clear logic and reasoning.

D DISILLUSIONED. The submission fails to follow important instructions. Some elements are poorly executed and/or completely miss the point of the assignment. It is generally difficult to follow the argument and to figure out the logic of the assignment as a whole.

F FAILURE. No submission, or the submission fails to follow most instructions, or most elements are fundamentally flawed.

O'Neill School Expectations of Civility and Professional Conduct

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

** These expectations are excerpted from the O'Neill School Honor Code which can be found at:
https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf

Academic Integrity

Online Course Materials

The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Note Selling

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Academic Dishonesty: On occasion, a student may be tempted to take a shortcut or to cheat in some way. For anyone who cheats, the policies for this course are clear.

- Exam Policy: Any student who cheats on an exam will be given a failing grade in the course in addition to any other sanctions imposed by the School or the University.
- Paper Policy: Any student who cheats or plagiarizes on any written assignment will be given a failing grade in the course in addition to any other sanctions imposed by the School or the University.

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he does any of the following:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Do not plagiarize. I know many students are worried that they accidentally plagiarize. A way to avoid this is to separate the reading/research and writing/analysis processes – do not go back and forth between

writing and reading, or write while you have the article open. (Note: linking together a string of quotes is not good writing – I want to see your ability to synthesize and analyze what you have learned/read.)

I report all cheating and plagiarism. I have reported cheating once and plagiarism to the university four times.

Artificial Intelligence (AI, e.g., ChatGPT)

All the words that appear in all documents you submit for this course, other than direct quotations from sources that you clearly attribute to the original author and enclose in quotation marks, must be your own. Including words written by other people or by AI tools (like ChatGPT) as if they are your own words is plagiarism. Plagiarism is a violation of IU's academic integrity policies and has serious consequences. So—don't have AI write any of your work for you. [Note: it's also a very bad idea to have AI write things for you because sometimes [AI just makes things up](#)—which can be both [embarrassing and illegal](#).]

The code of student conduct regarding plagiarism is available at <http://studentcode.iu.edu> . And there is a 10-minute online test at <https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html> .

Additional Resources

1. Counseling and Psychological Services: Most IU students visit CAPS at some point during their IU career, and living during a pandemic is a stressful time. CAPS services may help you deal with this or other stress. You can go for a single visit or for repeated help, and services are online for now. For information about services offered to students by CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>.
2. Counseling and other Wellness Resources at O'Neill: Wellbeing is a core value for O'Neill, and as such, the School offers opportunities for enhancing mental and emotional help in-house. See here for making in-house CAPS appointments, health and wellbeing coaching, and other resources: <https://oneill.indiana.edu/student-experience/wellness/index.html>
3. TimelyCare: Students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services. <https://www.iu.edu/mental-health/find-resources/timely-care.html#>
4. Pregnant Students: IU is dedicated to supporting students who are pregnant. pregnancy.iu.edu contains resources to tell you about your rights and resources available to you, such as academic accommodations.
5. Mentoring for O'Neill Students: Whether you're an undergrad or a Masters students, there is an O'Neill mentoring program for you. <https://oneill.indiana.edu/student-experience/mentor-collective/index.html>
6. Accessible Educational Services: Securing accommodations for a student with qualifying medical conditions is a responsibility shared by the student, the instructor and the AES Office. For information about support services or accommodations available to students, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/student-support/iub-aes/index.html>
7. Food Pantry: If you are struggling with not having enough to eat, Crimson Cupboard offers free healthy food to IUB students. <https://studentaffairs.indiana.edu/student-support/crimson-cupboard/index.html>
8. Student Support: Many students need additional support at some point in time, whether financial, nutritional, as a student with a disability, or for other reasons. Student support services are here for the university as a whole: <https://studentaffairs.indiana.edu/student-support/index.html>

9. Writing Tutorial Services: If you are worried about plagiarism or your writing ability, the Writing Tutorial Service at IU can be an asset for you. WTS is free to all students. You can go for a single session to get help on an individual writing assignment or go repeatedly. <https://wts.indiana.edu/>
10. Religion Observation: In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>.
11. Commitment to Diversity: Find your home and community at IU. Although this is not an exhaustive list, some important community resources include:

Asian Culture Center: 807 East Tenth Street, Bloomington, IN 47408; Phone: 812-856-5361; Email: acc@indiana.edu; Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center: 712 E 8th St., Bloomington, IN 47408; Phone: 812-855-4814; Email: fnecc@indiana.edu; Website: <https://firstnations.indiana.edu/contact/index.html>

LGBTQ+ Culture Center: 705 E 7th St., Bloomington, Indiana 47408; Phone: 812-855-4252; Email: glbtserve@indiana.edu; Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center: 715 E 7th St., Bloomington IN, 47408; Phone: 812-855-0174; Email: lacasa@indiana.edu; Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center 275 N Jordan Ave Bloomington, Indiana 47405; Phone: 812-855-9271; Email: nmgrad@indiana.edu; Website: <https://blackculture.indiana.edu/index.html>

12. Sexual Harassment: As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

1. The Sexual Assault Crisis Service (SACS) at 812-855-8900
2. Counseling and Psychological Services (CAPS) at 812-855-5711
3. Confidential Victim Advocates (CVA) at 812-856-2469
4. IU Health Center at 812-855-4011

For more information about available resources: <http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Module Dates, Topics, and Readings (subject to change)

Preliminary readings are posted from the start of the semester in the Files section of Canvas. They are also detailed in the Overview page of each module in Canvas. In most modules, there are 2-5 readings assigned. Note that some modules are shorter or longer than one week!

Module	Dates	Module Name and Guiding thoughts for the materials	Read
Introductory Concepts and Theories			
1	Aug 26-28	An Intro to NGOs and International Development: What's an NGO? What do they do? Why are there so many acronyms? And what is international development? How does "systems thinking" help us understand them both?	"* Eric Werker and Faisal Z. Ahmed (2008) "What Do Nongovernmental Organizations Do?" Journal of Economic Perspectives. 22(2): 73-92. * Oxfam. Systems Thinking manual (2015); *Max Roser. The short history of global living conditions and why it matters that we know it."" Online (see Module 1 overview page). * Brass & Fantoni. (2023) TAM's Meeting in Nayon. Case Study * OPTIONAL/Recommended: Aldashev & Navarra. 2018 ""Development NGOs: Basic Facts"" Annals of Public and Cooperative Economics 89:1: 125-156."
2	Sept 4, Sept 9	Views of Development and Development of Views of NGOs over time: How can we understand why different NGOs do different sorts of work? Has this changed over time? What does it mean that an organization has within it a theory of change? How does change happen at all, according to international development experts (or "experts")? How has the international community approached development at the macro level over the years? What are key paradigmatic changes? And how should we understand change?	*Silver. "If you shouldn't Call it the Third World, What should you call it?" NPR <i>Goats and Soda</i> . January 4, 2015. * Korten, David. 1990. "From Relief to People's Movements." Voluntary Organizations. P. 113-132. * Barma, Naaz. "Development Theory over Time." (2021) OR Jennifer N. Brass. 2016. "International Development Theory: From State to Market to Governance." In Handbook on Governance. Edward Elgar Press.
Management within an Organizational Context			

<p>3</p> <p>Sept 11, Sept 16-18</p>	<p>Interacting with Donors - NGOs as aid recipients and as fundseekers: What is aid, and how do NGOs interact with the big organizations that give aid, commonly called donors? What effects do donors have on NGOs' activities? Moreover, what specific things do we need to think about as NGO managers, local or international? What do donors want to fund? How do they want to get asked for funding? Why don't they like to fund small, local organizations directly? How do concerns about fundraising affect NGOs abilities to work together?</p>	<p>*Sally Reith (2010) Money, power, and donor–NGO partnerships, <i>Development in Practice</i>, 20:3, 446-455, DOI: 10.1080/09614521003709932;</p> <p>*Krawczyk, K. <i>Voluntas</i> (2017). https://doi.org/10.1007/s11266-017-9922-5</p> <p>*Krause, Monika. "In pursuit of the good project" Chapter 1 of <i>The Good Project</i> University of Chicago Press.</p> <p>*Andy Sumner. 2014. "The \$138.5 Billion Question: When does Foreign Aid Work?" Center for Global Development. (3 pages)</p> <p>* Strongly recommend: Radelet - A primer on Foreign Aid. Center for Global Development</p> <p>* Strongly recommended (again): Banks et. al (2015). NGOs, States, and Donors Revisited- Still Too Close for Comfort? <i>World Development</i>.</p> <p>* Five reasons donors give for not funding local NGOs directly</p> <p>* USAID RFA: Vocational Training for Clean Energy. Note: we will use this document in class extensively today, but READ pages 1-9 thoroughly and skim the rest</p> <p>* Arhin, Kumi, and Adam. (2018) Facing the Bullet? NGO Responses to the Changing Aid Landscape in Ghana. <i>Voluntas</i> (29): 348-360.</p>
<p>4</p> <p>Sept 23-25</p>	<p>Understanding the Political Context: What is the political context in which NGOs and CSOs sit, globally? What is the range of political issues organizations must face nationally or locally? What does it mean to be "politically feasible," and why might an NGO or CSO consider power dynamics or political feasibility at all?</p>	<p>* Jennifer N. Brass. "Blurring the Boundaries: NGOs and Government in Kenyan Service Provision." 2014. Melani Cammett and Lauren M. Maclean (eds.) <i>The Politics of Non-State Social Welfare in the Global South</i>. Ithaca: Cornell University Press. (16 pages - ignore page 102, 103, and almost all of 104)</p> <p>* If you can at all find time to read this, do: Michael Bratton. 1989. "The Politics of Government-NGO relations in Africa." <i>World Development</i> 17:4, 569-587.</p> <p>* Case Study: The Evans School Electronic Hallway of Case Studies. 2012. "Political Strategy For Civil Society In A Strong Regime State: The Pandoran Development Association."</p> <p>* Adams, Susan M. and Alberto Zanzi. 2006. "Developing political intelligence for making feasible decisions" <i>Journal of Management Development</i>. FIRST 7 PAGES.</p> <p>* Recommend: Dupuy et al. 2014. Who survived? Ethiopia's regulatory crackdown on foreign-funded NGOs. <i>International Review of Political Economy</i>.</p> <p>*Recommended: How Change Happens (Green Book), Chapter 12</p>
<p>5</p> <p>Sept 30, Oct 2</p>	<p>Working in unstable areas and conflict zones: ethical and management issues: Amidst a movement toward providing humanitarian assistance during active conflict, basic physical security has become a major issue for NGOs and CSOs. How do NGO workers stay safe? And how do they address some of the ethical issues that arise, particularly in dangerous contexts? Although NGOs and CSOs are generally considered "do-gooders," they often face ethical dilemmas that mean that they might easily do more harm than good.</p>	<p>* Skim - Humanitarian Outcomes. 2020. Aid Worker Security Report.</p> <p>* Eric James. 2008. "Managing Security" in <i>Managing Humanitarian Relief: An operational guide for NGOs</i>.</p> <p>* Skim (even just read the table of contents): CARE International Safety & Security Handbook</p> <p>* Fiona Terry. 2002. Condemned to Repeat? The Paradox of Humanitarian Action, p. 1-16 and 35-42.</p> <p>* Michael Maren. 1997. <i>The Road to Hell: The ravaging effects of foreign aid and international charity</i>. Chapter 8.</p>

6	Oct 7-9	<p>The Culture(s) in which NGOs work: What dynamics come about when international NGOs do programming in other countries? More specifically, what issues do international organizations face when working in a culture that is not their own? How do locals make sense of the things that foreign organizations do? What is "cultural match," and why does it matter?</p>	<p>* Ann Swidler. 2006. Syncretism and subversion in AIDS governance: how locals cope with global demands. <i>International Affairs</i>. 82, 2: 269-284. * D.J. Smith. 2003. "Patronage, Per Diems and the "Workshop Mentality": The Practice of Family Planning Programs in Southeastern Nigeria" <i>World Development</i>.</p>
7	Oct 14-16	<p>NGOs and the People: fostering participation and learning: What role can and should communities take in development? What practices can be used to increase local and rural participation in development? What difficulties do practitioners face when trying to implement community-based approaches? How can organizations working with communities learn? First, how can they work to learn from the community members directly? And second, how can they learn from their experiences to improve their programs?</p>	<p>* Sarah White. "Depoliticizing Development: The Uses and Abuses of Participation." <i>Development, NGOs and Civil Society</i>. (142-155) * Robert Chambers. 1995. Excerpts from <i>Rural Development: Putting the Last First</i>. 22pp. * Recommended: David Korton, "Community Development and Rural Development: A Learning Process Approach" <i>Public Administration Review</i>, 40,5 (September 1980): 480-511 * Geilfus, Frans. 2008. 80 Tools for Participatory Development. Inter-American Institute for Cooperation on Agriculture. (Read the Introduction: 1-21) * Mercy Corps & Engineers without Borders. "Navigating Complexity." (2015)</p>
8	Oct 21-23	<p>Applying what we have done thus far: Case Study: If the topics thus far in class seem unconnected, hopefully this case study will help make it clear how they fit together. EXAM</p>	<p>* "The Right to Be Human: The Dilemmas of Rights-based Programming at CARE-Bangladesh" from <i>The Evans School Electronic Hallway</i>.</p>
Inside the Organization			
9	Oct 28-30; Nov 4	<p>Planning, Monitoring and Evaluation: How do NGOs conceptualize and operationalize how change happens, or the specific logic by which their activities achieve outcomes? Related to this, what are a "logframe" and a "theory of change," and why are they talked about so much? What are the pros and cons of each? More specifically, What is "monitoring and evaluation?" Why do we do it? What are the range of different things we might evaluate, and how might we evaluate them?</p>	<p>* Shahidur R. Khandker et al. 2004. <i>Handbook in Impact Evaluation</i>. Part I Introduction and Basic Issues of Evaluation (p. 7-30). * Larssen. "How to Write a Log Frame." <i>The Guardian</i>. * CARE international UK. 2012. <i>Theory of Change</i>. * Theory of Change vs Logical Framework – what's the difference. Tools4Dev.org</p>

<p>Nov 6, Nov 11-13</p> <p>10</p>	<p>RCTs and their Alternatives: What are randomized control trials, and why do some people argue that they are the only way that M&E should be done? How do they work? What are the benefits and downsides of using them? What does the "goldilock" method suggest as an alternative to assuming measuring "impact" is always the right way to monitor and evaluate? What are the CART principles for building M&E systems?</p>	<p><i>Preliminary list: will be edited further</i></p> <p>* Esther Duflo & Michael Kremer. "Use of Randomization in the Evaluation of Development Effectiveness." Chapter 3 of Reinventing Foreign Aid.</p> <p>* SHORT Ashraf, Nava, Oriana Bandiera, and Kelsey Jack. 2014. The Role of Incentives in the Distribution of Public Goods in Zambia. JPAL Policy Brief. http://www.povertyactionlab.org/evaluation/role-incentives-distribution-public-goods-zambia</p> <p>* SHORT Howard White. August 19, 2014. Ten things that can go wrong with randomised controlled trials International Initiative for Impact Evaluation (http://blogs.3ieimpact.org/ten-things-that-can-go-wrong-with-randomised-controlled-trials/ (on Canvas)</p> <p>* Gugerty & Karlan. 2018. Ten Reasons Not to Measure Impact—and What to Do Instead. <i>SSIR</i>.</p> <p>* SHORT Robert Chambers. 2007. "3.1 Participatory M&E and Empowerment" from "Who Counts? The Quiet Revolution of Participation and Numbers" IDS Working Paper 296. (22-24)</p> <p>*Deaton, Angus. (2020) Randomization in the tropics revisited: a theme and 11 variations. NBER paper.</p>
<p>Nov 18-20, Dec 2</p> <p>11</p>	<p>3 sessions! NGO Cultures and Human Resource Issues: Expatriat Staff: What is the culture of international aid workers, both local ones and international? Why do some organizations use expatriat (foreign) workers? What are the pros and cons of foreign workers? What are the stereotypical personalities concerning foreigners who work in development, and why do they matter? How do managers decide what to pay their workers, or what sorts of incentives to give them, especially when those workers are traditionally volunteer positions?</p>	<p>* Stirrat, R. L. (2008). Mercenaries, missionaries and misfits: Representations of development personnel. <i>Critique of Anthropology</i>, 28(4), 406–425.</p> <p>* Sarah Mukasa. "Are expatriate staff necessary in international development NGOs? A case study of an international NGO in Uganda" CVO International Working Paper 4.</p> <p>* Three short articles from different online sources (read online or as a PDF)</p> <p>*Recommended: Oelberger et al. (2016) Human Resources Issues in International NGOs.</p> <p>* PURCHASE: Ashraf & Kindred. "Community Health Workers in Zambia: Incentive Design and Management" Harvard Business School Case 910-030, March 2010. (Revised February 2014.) Available at: https://www.hbs.edu/faculty/Pages/item.aspx?num=38488</p>
<p>Dec 4</p> <p>12</p>	<p>Putting it all together - the future of NGO work: What do we expect the next decade or two of NGO and civil society work to look like? How has covid changed the landscape? And how can we avoid burnout as NGO workers?</p>	<p>Preliminary, subject to change</p> <p>* Michael Hobbes. 2014. "Stop Trying to Save the World." <i>New Republic</i>.</p>
<p>Dec 9-11</p> <p>13</p>	<p>Presentations</p>	