Course Description:

Over the past two decades or so, nonprofit or non-governmental organizations (NGOs) have risen to prominence in many parts of the world. One reason is the disenchantment with the state as service provider or as the driving force for development. New policy agendas favor private initiative, and research has yielded influential concepts such as civil society and citizen engagement. Long ignored in the welfare state debates in the North and the development discourse in the South, NGOs have now become part of the policy mainstream. As a result, they face a new set of opportunities and challenges. In this course, we will explore the role played by NGOs in civil society and citizen engagement, how they are affected by enabling or discouraging legal environments, their financing strategies, how they advocate for policy change, the ethical issues that can arise, and some of the complexities involved when NGOs have global structures and ideals or face the hostility of authoritarian or corrupt regimes.

Required case studies for purchase from the Harvard Business School:

This link will take you to a group of case studies that you can purchase as a package with a credit card for less than $4 each (at least half the price charged to the general public): https://cb.hbsp.harvard.edu/cbmp/access/39660387
It’s best to copy and paste the link into your browser and not attempt to link through this syllabus. You have to register on the site. Because you came to it through the specific link, you will be recognized as an “authorized student.” The cases for purchase are:

- Repositioning CARE USA, Revised August 2012
- Greenpeace’s Unfriend Coal Campaign and Facebook, Feb. 6, 2012
- International Rivers Network (A) and (B), April 2005
- ActionAid International, Revised 2013
- Oprah Winfrey’s Dream School for Impoverished Girls: An Inspired Model or a Misguided One?, 2010
- AmeriCares in Myanmar and Sequel, 2010

Required text book:

(Note: you may purchase either the 2006 or 2014 edition. The original syllabus called for the 2006 edition, but the GMU bookstore ordered the newer version. They are very similar, and I will choose chapters from both and give you a choice.)


Other course material:

You will find other course material on a Blackboard site at https://blackboard.gmu.edu. Log in with your GMU user name and password. If you don’t see the course link, select “Courses” from the top menu. Material, including links to videos, can be found by clicking on “Course Content” on the left menu.

Complimentary resource for case analyses:

Each student in the course now has a temporary, complimentary “premium” subscription to www.guidestar.org. Through this nonprofit service, you may access useful legal and financial information – both current and historical - about the U.S. organizations we’re using as case studies. Go to the web site; register as a new user using your gmu.edu email address. Create a password. Then, you may search for any organization you wish. Though access to basic Guidestar information is free to the public, you will have access to the same details as “premium” subscribers. The subscription is valid through December 30, 2015. There is not yet a full equivalent to Guidestar in other countries, but Guidestar itself has launched an international initiative (see http://www.guidestarinternational.org) and is making progress.

Course requirements:

The course is run as a seminar using the case-study method. The cases represent the world of NGOs in some of its global variety – the service providers, the advocates, philanthropists, the large and the small.

Each student will be assigned one case to analyze and present in class. (You may choose a case or the instructor will assign one to you.) The analysis should also be submitted in writing either before or at the time of the presentation and will be graded. See “Guidance for Case Analyses and Final Paper” on the Blackboard site. When two or more students have been assigned the same case, they are expected to do their own written work for submission but to coordinate their class presentations to avoid repetition.

Students not presenting a case in class will be expected to participate actively in the discussion with their own thoughts or questions. Students who are unable to attend class for any reason may substitute class participation with a written paragraph submitted to the instructor by email. The paragraph should apply a concept or fact from the required readings to the case or cases assigned for that class. The point is to demonstrate to the instructor that you have read the material and thought about it. It is not necessary to describe the details of the case. Rather, the exercise is to show that you have gained a greater understanding of it.

For a final paper, students are asked to choose a country and research its nongovernmental sector. See “Guidance for Case Analyses and Final Paper” on the Blackboard site for details.

Grading

The following represents the approximate weight given to the class requirements:

- Meaningful participation in class discussions - 20%
- Case analysis - 40%
- Final paper (country analysis) - 40%

These percentages will inform - but not be a substitute for - my judgment as an experienced instructor.

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Week 1 September 2: Introductions and Overview of the Subject and Course Requirements

Week 2 September 9: NGOs and Civil Society

Case studies (see course Blackboard site):

http://e360.yale.edu/feature/the_warriors_of_qiugang_a_chinese_village_fights_back/2358/
This 40-minute film was co-produced by Yale Environment 360 with filmmakers Ruby Yang and Thomas Lennon and was a 2011 Academy Award nominee in the short documentary category.

PROTECTA Serbia: case study about an NGO formed during the disintegration of Yugoslavia

Required readings (see course Blackboard site):

Lewis (2006), Chapter 2, pp. 38-53 OR Lewis (2014), Chapter 2


“Chinese civil society: In spite of political clampdown, a flourishing civil society is taking hold,” The Economist, April 12, 2014.


Week 3 September 16: NGOs and the Law

Case study:

Disabled Persons Service Organization:

Required readings (see course Blackboard site):


“Interview with Geraldine Kunstadter,” Alliance Magazine, April 1, 2010 (on course Blackboard site)
**Week 4 September 23: International Relief and Development – Special Issues**

**Guest speaker:** Rob Buchanan, former program director, Horn of Africa, Oxfam

**Case study:**

**AmeriCares in Myanmar** – AmeriCares brings medical and humanitarian aid to hundreds of countries around the world

**Required readings (see course Blackboard site):**


InterAction’s PVO Standards

**Optional but recommended resources:**

http://www.spherehandbook.org/

“Major attacks on aid workers: summary statistics,” data verified up to December 31, 2014 with updates to the present: https://aidworkersecurity.org/incidents/report/summary

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**Week 5 September 30: Financing – Public and Private**

**Case studies:**

**CARE USA** case and these materials *on the course Blackboard site*:

- “Should U.S. Have Monopoly on Food Sent Abroad to Aid?”, a PBS News Hour interview (about 8 minutes long), April 24, 2013 [http://video.pbs.org/video/2365001625](http://video.pbs.org/video/2365001625)

**Oprah Winfrey’s Dream School for Impoverished Girls**: An Inspired Model or a Misguided One?

**Required readings:**

Lewis (2006), Chapter 3 OR Lewis (2014), Chapter 5

Week 6 October 7: Social Enterprise

Case studies:

IPODERAC (Puebla Institute for Rehabilitation)


Required reading:


Week 7 October 14: Advocacy

Case studies:

International Rivers Network

Oxfam and Debt Relief Advocacy (on course Blackboard site)

Required readings:

Lewis (2006), Chapter 5 OR Lewis (2014), Chapter 10

Week 8 October 21: NGOs and Corporate Partnerships

Case studies:


Greenpeace’s Unfriend Coal Campaign and Facebook
See the case study and visit this link, which takes you to brief videos from Greenpeace volunteers in several countries who sent a message to Mark Zuckerberg of Facebook: http://www.greenpeace.org/international/en/campaigns/climate-change/cool-it/ITs-carbon-footprint/Facebook/

Required readings:


OR Lewis (2006), Chapter 6
Week 9 October 28: NGOs and Partnerships with Governments

Guest speaker: Chic Dambach, Board Member of the Alliance for Peacebuilding, the Institute for Economics and Peace (publishers of the Global Peace Index), International Peace and Security Institute and Institute for Horn of Africa Studies. He is an experienced peace mediator and the author of a memoir, *Exhaust the Limits: the Life and Times of a Global Peacebuilder*.

Required reading:

Lewis (2014), Chapter 6  OR  Lewis (2006), Chapter 6

Week 10 November 4: NGO Management Complexities

Case studies:

**ActionAid International: Globalizing Governance, Localizing Accountability**

**Apne Aap** ([http://apneaap.org/](http://apneaap.org/)):
- “The Selling of Innocents,” documentary excerpt (about 10 minutes – *find the link and the other materials on the course Blackboard site*):
  [https://www.youtube.com/watch?v=O41xK3nUjDg](https://www.youtube.com/watch?v=O41xK3nUjDg)
- “The Selling of Innocents” transcript for the full documentary
- Letter to the Editor of the *Harvard Crimson* from NoVo Foundation, Nov. 9, 2010.

Required readings:

Lewis (2014), Chapter 7 and 11  OR  Lewis (2006), Chapter 7

Week 11 (Nov. 11) NO CLASS – REVIEW AND FUTURE PREPARATION

If you have not yet decided on a country for your final paper, please do so now and let your instructor know your choice by email. See “Guidance for Case Analyses and Final Paper” on the “Course Content” section of the Blackboard site.

Week 12 November 18: Accountability

Case Studies (on course Blackboard site):

**Transparency International and the Corruption Perceptions Index**

(continued on next page)
Operation Smile (www.operationsmile.org):

Required reading (on course Blackboard site):

Week 13 November 25: NO CLASS – HAPPY THANKSGIVING!

Week 14 December 2: Final Paper Preparation
Please use this week to complete work on your final papers, due to the instructor as an email attachment by noon Wednesday, December 9, 2015.

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UNIVERSITY POLICIES

ACADEMIC INTEGRITY: Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

MASON EMAIL ACCOUNTS: Students must use their MasonLIVE email account to receive important University information, including messages related to this class. See http://masonlive.gmu.edu

OFFICE OF DISABILITY SERVICES: If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. http://ods.gmu.edu

WRITING CENTER: A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu
UNIVERSITY LIBRARIES “Ask a Librarian” http://library.gmu.edu/mudge/IM/IMRef.html
COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380; http://caps.gmu.edu

UNIVERSITY POLICIES: The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at http://universitypolicy.gmu.edu. All members of the university community are responsible for knowing and following established policies.