

UAP 5364: NGOs IN INTERNATIONAL DEVELOPMENT

Spring 2007, Tuesday 7 – 9:45, Architecture Annex 111

Patricia Mooney Nickel, Ph.D.

Office: Architecture Annex, 106

Email: nickel@vt.edu

Please anticipate 48 hours for response to email. If you need an immediate response, it is better to leave a voicemail. I may reply to your email sooner, but I will always reply within 48 hours.

Office Hours: By appointment, preferably on Mondays and Tuesdays.

Web Access to Course Materials: www.learn.vt.edu

Web Assistance: e-mail 4help@vt.edu or call (540) 231-HELP, M-F from 8-5

Course Overview

Explores theory and cases of non-governmental organizations in international development. Analyzes various role of NGOs, and their interactions with local communities, government agencies, international organizations, and private businesses. Examines tensions and collaborations between NGOs and other development actors, drawing from cases in environmental, health, and policy domains.

Course Objectives

- To understand and critically evaluate the environment of international development.
- To understand and critically evaluate various theoretical frameworks informing the practice of NGOs in international development.
- To analyze the various relationships between NGOs and other development actors.
- To understand the role of the individual actor in international development and relate it to theory.
- To develop one's identity in relationship to international development.

Course Outline

- The Environment of NGOs in International Development
 - o Globalization
 - o Neoliberalism and reliance on non-state actors
 - o Ethics of international development
 - o **Assignment:** What is the mandate for NGOs in international development in the context of globalization? Or is there such a mandate?
- NGO Practice in International Development
 - o Defining NGOs
 - o Organizational actors and structure
 - o Funding and issue orientation
 - o Analyzing NGOs in international development (knowledge and discourse)
 - o **Assignment:** Typology of international development and NGOs
- The Individual NGO Actor in International Development
 - o Functioning in relationship to local politics
 - o Reflexivity
 - o Forming one's identity as an actor in international development
 - o **Assignment:** Reflexivity Essay

Readings

Required

Ahmed, Shamima and David M. Potter (2006). *NGOs in International Politics*. Kumarian Press. ISBN: 1565492307

Beck, Ulrich (2005). *Power in the Global Age*. Cambridge: Polity Press. ISBN: 0745632319

Chatterjee, Deen K., Ed. (2004). *The Ethics of Assistance: Morality and the Distant Needy*. Cambridge University Press. ISBN: 0521527422

Dichter, Thomas W. (2003). *Despite Good Intentions: Why Development Assistance to the Third World has Failed*. University of Massachusetts Press. ISBN: 1-55849-393-X

Hilhorst, Dorothea (2003). *The Real World of NGOs: Discourses, Diversity and Development*. Zed Books. ISBN: 1842771655

Marchand, Marianne H. (1995). *Feminism/Postmodernism/Development*. Routledge. ISBN: 0415105242

Staudt, Kathleen A. (1991). *Managing Development: State, Society, and International Contexts*. Sage Publications. ISBN: 0803940068

Other articles and chapters listed in the syllabus are available at: learn.vt.edu

Recommended

The Economist www.economist.com *The Economist* is one of the best English-language sources of international news. Additionally, the job advertisements are interesting from an international development standpoint. You have electronic access via the Virginia Tech Library.

International Development Research Guide, <http://library.humboldt.edu/~rls/internatdev.html#indexes>

Course Policies

These policies are designed to ensure the integrity of the course and your program and are therefore non-negotiable and will be enforced without exception.

Writing All writing for this course must be original work prepared for this course. While you are encouraged to build on your substantive interests, I will not grade work prepared for another course. Handing in work done for another course is self-plagiarism and will be treated as such. If you are working towards a thesis or dissertation, you may integrate your topic into the course. However, these papers will be graded as more than a semester's worth of work, meaning that you would have to have 10-12 pages of work done for this course integrated into a 30+ page paper. You must receive prior approval from me at which point I will give you further guidance. The grading standard will be higher if you choose this path.

Laptops and Cell Phones While I allow laptops in the classroom for note-taking, you are required to disable the wireless internet connection if you bring a laptop into the classroom. Use of a laptop for internet access during class you will result in a 0 for participation for the semester and you

therefore will not be able to receive a grade higher than a B for the course. Please keep in mind that use of a laptop in class may negatively impact perception of your participation and so you will need to be diligent about contributing to the discussion. Cell phones must be turned off prior to the beginning of class.

Late assignments Assignments are due at the start of class unless otherwise noted in the syllabus. Late assignments will not be accepted unless *prior* approval has been given.

Attendance You are permitted one excused absence for the semester. Any further absences will result in a 5 point reduction in your participation grade. If you miss three or more classes I will request that you drop the course. In extraordinary circumstances and at my discretion you may be permitted an incomplete for the semester.

Course Requirements

This course is structured around reading, research/observation, writing, and discussion.

Class Preparation/Format You are expected to read the assigned texts and be prepared for an active discussion. Each student is equally responsible for the readings every week. I will lecture more or less according to the difficulty of the readings and/or topic and your collective comfort with the readings, but you should be prepared to participate fully in a discussion. Participation grades will be assigned according to peer-evaluation at the end of the semester. I will drop your lowest score. I reserve the right to override peer evaluations.

Notes You are required to turn in notes for each assigned reading. Your notes are due in hard copy at the start of class and may take any form that you like -- bullet points, paragraphs, quotations with page numbers, and so forth. *Your notes must also include at least one question for discussion.* The minimum length for your notes is one page, there is no maximum length. I will not grade your notes; however, I will not grade any other work in the course if you have not turned in notes for every reading. You are encouraged to share your notes with each other!

Essay Students will be required to write a 10-12 page (double-spaced) essay on the environment of international development. Your essay must answer the question “what is international development in the context of globalization?” through the lens of the assigned readings. You are encouraged to critically evaluate the readings and draw your own conclusions, but you must incorporate the readings from class.

Your essay must have a thesis, an organizational paragraph, section headings, and a bibliography. You may use any citation format that you wish, but proper citation is required. Your paper must be grounded in the literature for this course.

Your essay is due **February 27th**. You will review your essay with a peer assigned by me in class on February 20th.

You will be permitted to rewrite your essay *once*. Rewrites are due **March 20th**. Rewritten essays that do not fully incorporate my comments will not be re-graded.

Typology Students are required to research NGO actors in international development (including policy domains) and create a substantive one-page typology. Table format is preferred. This should be treated as a substantial project requiring extensive research. We will discuss the minimum

requirements further in class. One rewrite is permitted. Rewrites are due **April 24th**. Rewritten essays that do not fully incorporate my comments will not be re-graded.

Reflexive Identity Essay Students will be required to write a 7-10 page (double-spaced) essay explaining their identity in relationship to international development and what this means for their mode of practice and/or scholarship. This essay must be theoretically grounded in the literature from the course. The reflexive identity essay is due **May 8th**. There are no rewrites permitted for the reflexive identity essay.

An “A” essay must meet all six of these criteria:

- **Intellectual integrity:** Has the student demonstrated a genuine effort towards their own intellectual growth?
- **Understanding:** Is the student able to summarize an author’s argument or an issue in his/her own words?
- **Integration:** Is the student able to compare and contrast the reading with other authors and theories? Is the student able to present a general picture of the debates over a topic and how they relate to other topics?
- **Critique:** Is the student able to think critically and make a cohesive argument?
- **Originality:** Is the student able to construct an original argument? Does the paper assist them in working towards a clear academic/practitioner identity?
- **Graduate-level writing:** Does the student write at the graduate level? (Does the student present a clear thesis and organization? Does the student incorporate scholarly arguments in order to support his or her thesis? Does the student use proper in-text citation?)

The following rubric will be employed in evaluation of your writing:

	Excellent/Good (A)	Satisfactory/Developing (B)	Unsatisfactory (C-F)
Description	Concise and thorough description of key theme; synthesizes across readings where necessary.	Adequate description of key theme; misses opportunities for synthesis across readings where applicable.	No or insufficient description of key theme; no synthesis where applicable.
Interpretation/ Application	Logical interpretation or application of theme in context of real world examples or theoretical frameworks/course concepts and readings.	Logical interpretation or application of theme but not discussed in context of real world examples or theoretical frameworks/course concepts and readings.	No or insufficient interpretation or application of theme; not discussed in context of examples or theoretical frameworks/ concepts and readings.
Argumentation	Makes an argument supported by appropriate evidence.	Does not make a clear argument or does not support adequately with evidence.	No argument made; does not support assertions with evidence.
Style	Clear and accurate writing; error free.	Some problems with writing; some errors.	Several problems with writing; several errors.
Rubric developed by Angela M. Eikenberry			

Virginia Tech Writing Center, 340 Shanks Hall, 540-231-5436,
<http://www.composition.english.vt.edu/wc/WC%20Home.html>

Grading

	Points
Class participation	40
Essay and Presentation	60
Typology	50
Reflexive Identity Essay	50
Total	200

Grading Scale

The grading scale that will be used when assigning your final grade for the semester is as follows:

180-200 = A
175-179 = A-
169-174 = B+
160-168 = B
155-159 = B-
150-154 = C+
145-149 = C
140-144 = C-
Below 139 = D

Calendar

I. The Environment of NGOs in International Development

January 16: Introduction to the Course

Reading prior to class:

Why do you do what you do? <http://www.wdydwyd.com/> and <http://www3.uta.edu/iampa/why.htm>

Kamat, Sangeeta (2003). *NGOs and the New Democracy: The False Saviors of International Development*, Harvard International Review, Vol. 25, pp. 65-69.

Society for International Development, Vision and Mission, <http://www.sidint.org/home/vision.htm> and skim web page.

January 23: International Development and NGOs in Context

Zaidi, S. Akbar (1999). *NGO Failure and The Need to Bring Back the State*, Journal of International Development, 11, 259-271.

Ebrahim, Alnoor (2001) *NGO Behavior and Development Discourse: Cases from Western India*, *Voluntas: International Journal of Voluntary and Nonprofit Organization*, 12:2, pp. 79-101.

Rahman, Sabeel (2006) *Development, Democracy and the NGO Sector Theory and Evidence from Bangladesh*. *Journal of Developing Societies*, Vol. 22, No. 4, 451-473.

Foucault, Michel (1978). *Governmentality*.

January 30: Globalization and the Political Economy of Development

Beck, Ulrich (2005). *Power in the Global Age*, Chapters 1-4.

February 6: Neoliberalism and reliance on non-state actors

Beck, Ulrich (2005). *Power in the Global Age*, Chapters 5-8

February 13: Ethics of International Development

Chatterjee, Deen K. Ed. (2004). *The Ethics of Assistance: Morality and the Distant Needy*.

Everyone Part I and Part IV. Parts II and III as assigned.

February 20: What is the mandate for NGOs in international development in the context of globalization?

The International Aid System and the Non-Governmental Organizations: A New Research Agenda, Terje Tvedt, *Journal of International Development* 18, 677–690 (2006).

Rethinking the Political Economy of Development: Back to the Basics and Beyond, Frederick Nixon, *Journal of International Development* 18, 967–981 (2006)

The Varied and Conditional Integration of NGOs in the Aid System: NGOs and the World Bank, Paul Nelson, *Journal of International Development* 18, 701–713 (2006).

Moving Forward Research Agendas on International NGOs: Theory, Agency and Context, David Lewis and Paul Opoku-Mensah, *Journal of International Development* 18, 665–675 (2006)

Peer review of essay drafts.

II. NGO Practice in International Development

February 27: Defining NGOs in International Development

Essays due

Ahmed, Shamima and David M. Potter (2006). *NGOs in International Politics*. Kumarian Press.

March 6: Spring Break

March 13: Organizational actors and structure

Staudt, Kathleen A. (1991). *Managing Development: State, Society, and International Contexts*. Read this book with an eye towards your typology.

Martin E.C. and Miller J.L. (2003). NGOs and the Development of Bosnia and Herzegovina: Understanding Large-Scale Interorganizational Systems, *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 14:2, pp. 145-166.

March 20: Funding and issue orientation

Lorgen, Christy Cannon (1998). *Dancing with the State: The Role of NGOs in Health Care and Health Policy*, *Journal of International Development* 10, 323-339.

Lister, Sarah (2000), *Power in Partnership? An Analysis of an NGO's Relationships with its Partners*. *Journal of International Development*, 12, pp. 227-239.

* Robinson, Mark (1997) *Privatising the Voluntary Sector: NGOs as Public Service Contractors?* In *NGOs, States, and Donors*, David Hulme and Michael Edwards (Eds.) New York: St. Martin's Press, pp. 59-78.

* Wood, Geof (1997). *States without Citizens: The Problem of the Franchise State*. In *NGOs, States, and Donors*, David Hulme and Michael Edwards (Eds.) New York: St. Martin's Press, pp. 79-92.

* Clark, John (1997). *The State, Popular Participation, and the Voluntary Sector*. In *NGOs, States, and Donors*, David Hulme and Michael Edwards (Eds.) New York: St. Martin's Press, pp. 43-58.

Essay rewrites due.

March 27: Guest Speaker TBA

April 3: Typologies of international development and NGOs

Typology due (hard copies for the class)

April 10: Analyzing NGOs in international development (knowledge and discourse)

Marchand, Marianne H. (1995). *Feminism/Postmodernism/Development*. Routledge.

April 17: Analyzing NGOs in international development (knowledge and discourse)

Hilhorst, Dorothea (2003). *The Real World of NGOs: Discourses, Diversity and Development*. Zed Books.

V. The Individual NGO Actor in International Development

April 24: Practicing International Development

Eade, Deborah, Ed. (2003). *Development Methods and Approaches: Critical Reflections*. Oxfam. pp. 124-196.

Cunliffe, Ann L., and Jong S. Jun. 2005. *The Need for Reflexivity in Public Administration*. *Administration & Society* 37: pp. 225-242.

Typology rewrite due.

May 1: Reflexivity and functioning in relationship to local politics

Dichter, Thomas W. (2003). *Despite Good Intentions: Why Development Assistance to the Third World has Failed*. University of Massachusetts Press. ISBN: 1-55849-393-X

May 8: Electronic submission of Reflection Essay by midnight

Participation Policy and Honor Code

Department of Urban Affairs and Planning Participation Policy

The Department of Urban Affairs and Planning values the role of participation and active engagement by students in the learning process. Moreover, we believe a prerequisite for learning is that students should attend class regularly, participate fully when called upon, and have command of the assigned readings at the scheduled time. To accomplish these ends, faculty in the Department are encouraged to evaluate participation in the evaluation of student performance, and by assessing student comprehension of assigned materials through appropriate means.

The Virginia Tech Honor Code

Available: <http://www.honorsystem.vt.edu/constitution.html#Anchor-ARTICLE-44867>

The Honor Code is the University policy which expressly forbids the following academic violations:

1. **Cheating** -- Cheating includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work, or attempts thereof.
2. **Plagiarism** -- Plagiarism includes the copying of the language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof.
3. **Falsification** -- Falsification includes the statement of any untruth, either verbally or in writing, with respect to any circumstances relevant to one's academic work, or attempts thereof. Such acts include, but are not limited to, the forgery of official signatures; tampering with official records; fraudulently adding, deleting, or manipulating information on academic work, or fraudulently changing an examination or other academic work after the testing period or due date of the assignment.

Please be aware that out of respect to excellent students and the integrity of your graduate program I take issues of academic honesty extremely seriously and consider plagiarism grounds for a grade of F in my courses. **If you have doubts about anything, please ask me!** Do not hesitate to approach me if you are concerned about whether or not you understand what constitutes plagiarism. I will be more than happy to

provide you with guidance if you have any questions. The Graduate Honor System web page offers further guidance:

<http://ghs.grads.vt.edu/student/index.html>

IMPORTANT: Plagiarism challenges the integrity of the entire program and dilutes the meaning of every Virginia Tech student's education. You have a clear responsibility to other students in your program to maintain a high level of academic integrity and I have a responsibility to each of you to enforce this standard. Therefore, clear cases of plagiarism will not be handled at the course level. If I observe obviously deliberate plagiarism I will immediately send the paper to the Department Chair for consideration of disciplinary action and the case will be handled at the departmental level.

Students with Disabilities

If you are a student with special needs or circumstances, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible during my office hours. If you need further information, the Office of Students with Disabilities web page is <http://www.ssd.vt.edu/index.htm> and they can be contacted at:

Services for Students with Disabilities
150 Henderson Hall
Mail Code (0185)
Blacksburg, VA 24061
Phone: (540) 231-3788
Fax: (540) 231-3232
TTY: (540) 231-1740
ssd@vt.edu