ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

*Copy and paste **current** course information from Class Search/Course Catalog.*

College/School: College of Integrative Sciences and Arts | Department/School: **Leadership and Interdisciplinary Studies**

Prefix: **IDS** | Number: **311** | Title: Integration: Global Contexts | Units: 3

Course description: **Explores how organizations function by analyzing in depth a specific organizational context like health care, family, education, government, community, religion or the economy.**

Is this a cross-listed course? No | If yes, please identify course(s):

Is this a shared course? No | If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? Yes

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials: KE (Required)

Requested designation: Social-Behavioral Sciences–SB **Mandatory Review:** Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ Criteria checklist for General Studies designation being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☒ Copy of table of contents from the textbook and list of required readings/books

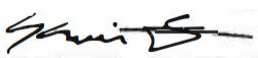
It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name: Emily Mertz | E-mail: emmertz@asu.edu | Phone: 720-234-5378

Department Chair/Director approval: ***(Required)***

Chair/Director name (Typed): Kevin Ellsworth | Date: 10-23-2018

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

YES	NO		Identify Documentation Submitted
☒	☐	**1.** Course is designed to advance basic understanding and knowledge about human interaction.	Criteria checklist information, texts, syllabus.
☒	☐	**2.** Course content emphasizes the study of social behavior such as that found in**:** • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY — Anthropology	Criteria checklist information, texts, syllabus.
☒	☐	**3.** Course emphasizes: **a.** the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). **OR** **b.** the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Criteria checklist information, texts, syllabus.
☒	☐	**4.** Course illustrates use of social and behavioral science perspectives and data.	Criteria checklist information, texts, syllabus.
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		• Courses with primarily arts, humanities, literary or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
IDS	311	Integration: Global Contexts	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1.	Non-governmental organizations (NGOs) are a force for transformation in global politics and economics. With this focus comes an increasing body of knowledge and expertise devoted to the distinctive, complex, multifaceted challenges faced by NGO leaders and the organization itself. This course discusses the role of NGOs but also how NGOs work as organizations with an emphasis on both internal and contextual issues. There will be a focus on NGOs working in the field of development, working primarily in developing countries on issues of poverty and injustice. Developmental NGOs deliver new or improved services to sections of communities that are in need, catalyze social, economic, and political change processes, and build partnerships.	Module 1 introduces the complicated subject of development NGOs. There are three interrelated areas of NGO action that provide us with a conceptual framework for constructively thinking about the challenges of NGOs, including: activities, organization, and human relationships. Module 1 introduces how each of these three domains is a distinctive sphere but also intertwined and nested within the broader environment in which NGOs work. Module 2 explores the multiple understandings of management, the "problems" with managerialism and the tendencies for some NGOs to shun the world of management. We also discuss NGOs "failure to learn from failure" and how NGOs can become learning organizations. Module 3 analyzes development case studies and critiques the impact of social structures on individual and community behavior. Additionally, the emphasis on bottom-up rather than top-down approaches in the participatory or alternative development paradigm are discussed. Module 4 analyzes the importance of varying types of partnerships NGOs establish and how they

		impact the organization in varying ways. Larger societal structures and power relationships are discussed and how these impact individual interaction and participation in communities. Module 5 focuses on the role of the wider enviornment and its influence on NGO organization: How do individuals interact to hold NGOs accountable for their actions? We also discuss the 'myth of community': Development NGOs seek to build sustainable development projects through forming relationships with local communities. However, the word community masks social differences that are important in understanding NGO work. Module 6 focuses on the internal human interactions of NGOs, including leadership, governance, and volunteerism.
2.	This course investigates NGOS through an anthropological lens, allowing us to explore detailed studies of what is happening in particular places or within specific organizations, focusing on the key terms of participation, empowerment, local, and community.	Module 1assesses the dichotomy of why we romantasize and simultaneously pathologize NGOs. The constituents of the internal and external processes of NGO behavior are also examined. Module 2 focuses on organizational theory and the anthropology of organizations as lenses to help us understand how NGO organizations grow and change. Module 3 discusses the complexities of Development, including the social impact on the recipients as well as the behavior by policy makers. Module 4 asseses cross-cultural experiences of NGOs in the realm of development and their role as service providers, catalysts, and partners. Module 5 explores the social behavior within the external and operating environment of development NGOs. For example, managing cross-cultural experiences both within the organization and between themselves and the beneficiaries is

		an important component of NGO work. Module 6 examines social behavior within the context of the internal dynamics of the NGO. For example, we assess different leadership styles and how these styles affect individual behavior within the organization. Also, how do voluntary organizations maintain the commitment of its workers that are compensated largely through symbolic reward?
3.	In this course we think critically about the interface of international development NGO activity with local communities, economies, and governing bodies to assess impact and efficacy by analyzing an ethnographic case study in Haiti.	In this course we read and critically discuss the ethnography, Killing with Kindness: Haiti, International Aid, and NGOs, by Mark Schuller. In this ethnography Schuller (2012) provides data comparing two types of NGOs in Haiti including public and privately funded organizations. “Sove Lavi” translates to “saving lives” and is an NGO that receives public aid and operates under “top-down mandates." “Fanm Tet Ansanm” translates to “women united” and is privately funded and typically works autonomously. This comparison of the different NGO structures considers how this “Northern” donor funding affects local participation and autonomy within the “Southern” NGOs. This ethnography specifically focuses on the stories (istwas) of the recipients of structural violence: the women from Haiti’s poor majority. Structural violence often results in health consequences, unequal access to education and economic exploitation, which are felt more severely by women. “The intersectionality of oppression, the gendered structural violence, in turn contribute to vulnerability to violence and contracting HIV/AIDS underlining the importance of the work of both NGOs profiled in this book. These and other women’s NGOS are attempting to address these multiple inequalities that contribute to the spread of HIV/AIDS” (Schuller, 2012, p. 41). This ethnography is read and discussed throughout the entire course (modules 1-6). Each week specific chapters are assigned that align with the module's learning objectives.

4.	A social and behavoral perspective are used to aid our understanding of the internal and external complexities of development NGOs.These complexities are illustrated by case study research data and an ethnography. Anthroplogical insights are used to critique development and provide discussion beyond the duality concept of underdeveloped versus developed.	Module 1 emphasizes the anthropological contribution to the critique of development NGOs. Anthropology's relationship with the interconnected and problematic domains of development are discussed. Module 2 shows how a social behavioral perspective is important in understanding management and why it is a contentious word with NGOs. Module 3 illustrates how considering the social ramifications of Development are critical to the work of NGO. Module 4 focuses on empowerment, inclusion, and participation and the social ramifications of the abstraction of these ideals versus on the ground realities. Module 5 shows the importance of a social and behavioral perspective in appreciating other cultures in the context of poverty reduction and social injustices. Module 6 uses the social behavioral persepctive to appreciate why people belong to NGO organizations and how people interact with one another once they are part of the organization.

Catalog Description
IDS 311 Integration: Global Contexts

Develops and enhances integrative ideas surrounding international healthcare, international organizations, global non-profit organizations and their values, elements and social processes of current and past cultures and their relationship to the American cultural system.

IDS 311 Integration: Global Contexts

Topic: Imagining NGOs

Faculty of Leadership and Interdisciplinary Studies
College of Integrative Sciences and Arts
(cisa.asu.edu)

Note: This course is a permanent course with topics. This is a sample syllabus of the topic, Imagining NGO's. Topics will vary.

Course Information
IDS 311: Organizational Contexts: Imagining NGOs (3 credits)
Prerequisites: Minimum Junior standing or minimum 56 hours Co-requisites: none

Faculty Information
Name: Dr. Emily Mertz
Office: ASU Tempe Campus,
USE building Room 239
Office Hours: Tuesday & Thursday 1:30-2:30pm; Friday 10am-11am
Email: emmertz@asu.edu
Phone: 480-727-3268

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: https://cisa.asu.edu/. If you have questions or concerns, please send your inquiry to cisa@asu.edu

Catalog Description: Develops and enhances integrative ideas surrounding international healthcare, international organizations, global non-profit organizations and their values, elements and social processes of current and past cultures and their relationship to the American cultural system.

Topic Description:
Non-governmental organizations (NGOs) have moved from "ladles in the global soup kitchen" (Fowler, 2000, p.60) to a force for transformation in global politics and economics. With this focus comes an increasing body of knowledge and expertise devoted to the distinctive, complex, multifaceted challenges faced by NGO leaders and the organization itself. This course will discuss the role of NGOs but also how NGOs work as organizations with an emphasis on both internal and contextual issues. There will be a focus on NGOs working in the field of development (as opposed to humanitarian assistance NGOs conducting anti-poverty and social justice work in in North America and Europe), working primarily in developing countries on issues of poverty and injustice.
Developmental NGOs deliver new or improved services to sections of communities that are in need, catalyze social, economic, and political change processes, and build partnerships.

Historically, NGOs were viewed as the magic bullet that could solve long-standing development problems. NGOs were viewed as heroic and seeking to "do good." Now, there are many critics. NGOs are critiqued as ineffectual do-gooders and now need more than the moral high ground to justify their work and provide legitimacy. The range of criticisms reflects their growing importance and their diversity, calling for a need to focus on NGO organization. There are three interrelated areas of NGO action that provide us with a conceptual framework for constructively thinking about the challenges of NGOs, including: activities, organization, and relationships. This course will examine how each of these three domains is a distinctive sphere but also intertwined and nested within the broader environment in which NGOs work. We will think critically about the interface of international development NGO activity with local communities, economies, and governing bodies to assess impact and efficacy by analyzing ethnographic case studies. Through this examination emerges a double perspective of admiration and disappointment of how we imagine NGOs. NGOs are either "romanticized" or "pathologized," illuminating the structural difficulties of NGOs caught between the "rock" of western donors and the "hard place" of the State. Furthermore, investigating NGOS through an anthropological lens will allow us to explore detailed studies of what is happening in particular places or within specific organizations, focusing on the key terms of participation, empowerment, local, and community.

Course Objectives

Through this course, I hope to both instill the importance of an interdisciplinary approach to address complex world problems in NGO work and the need to respect diverse perspectives and cultures. Helping students learn how to analyze the role of non-governmental organizations (NGOs) on internal and contextual issues regarding capacity building, structural causes of poverty, health care, education, gender inequality, infrastructure, human rights, and environment with an interdisciplinary approach.

Course Format:

This course includes 6 modules.

Student Learning Outcomes

Through weekly readings, written assignments and the final project, students will be able to:

- Identify and evaluate integrative knowledge surrounding global application in relation to the U.S.
- Demonstrate competency in applying integrative theories such as creative problem-solving and evidence-based decision making while addressing global issues
- Demonstrate evidence of integrative thinking and skills to address global application
- Additional theme-specific objectives may be added for each section

Topic Learning Outcomes

Through weekly readings, written assignments and the final project, students will be able to:

- Analyze the organization of social groups and social structures.
- Analyze the impact of medium to large social structures on individual behavior.
- Apply organizational theories and concepts to world and life events.
- Recognize the diversity of non-governmental organizations, and the variety of NGO values, cultures, governance, leadership, effectiveness and evaluation, and accountability in development that contribute to the complexity and ambiguity characterizing NGO organization.
- Identify the historical context of NGO development in non-Western spheres, and the significance of those narratives.
- Assess the critiques of nongovernmental organizations, including cross-cultural experiences –and appreciate the ethnographic and anthropological contribution to those conversations.
- Analyze the overall external contexts in which NGOs exist and how these contexts influence the internal organizational environment of NGOs.

Required Texts

1. Schuller, Mark. 2012. Killing with Kindness. New Jersey: Rutgers University Press. ISBN 9780813553634
2. Lewis, David. 2014. Non-governmental Organizations, Management, and Development 3rd edition. New York: Routledge. ISBN 9780415816502
3. You'll find all of the other required readings available online under the *Readings links* and the *Lectures / Presentations links* posted under Modules *1 – 6* navigation tabs---that is, these other materials will be available within the course site itself (*at no charge*).

Course Policies

Attendance, Participation and Grades:

Course Time Commitment: This three-credit course requires approximately 135 hours of work. Please expect to **spend between 22 and 23 hours each week preparing for and actively participating** in this course.

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit…." Therefore, in a 3-credit course, students should expect to invest 45 hours in class sessions, as well as 90 hours doing homework and assignments—a total of **135 hours** per term.

Grades:

Grade	**Approximate Percentage**
A+	99-100
A	93-98
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
D	60-69
E/F	0-59

Accommodation for religious practices: In compliance with ACD 304-04, students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Accommodation for university-sanctioned activities: In compliance with ACD 304-02, students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the coursework required during the period of the absence.

Late Policy: Late writing assignments will be penalized 10% **for each day** that they are late. (This policy doesn't apply to quizzes or discussion boards that are subject to a "no late" policy.) Only with medical or family emergencies will the late penalty be waved. **No late assignments will be accepted after the last day of class.**

Classroom Behavior

We want to build a classroom climate that is comfortable for all. It is important that we display respect for all members of the classroom – including the instructor and students. Please pay attention to and participate in all class sessions and activities, and avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.). Avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. No student is to use a cell phone while attending a lecture. Recording lectures for the purposes of note taking is not allowed unless the student has made prior arrangements with Disability Resource Services. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment.

Disability Accommodations:
Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate.

Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

Academic Integrity:
Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class). Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so. Students must not upload to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work.

The College of Integrative Sciences and Arts and the Faculty of Leadership and Interdisciplinary Studies takes an offense of the academic dishonesty or plagiarism policy very seriously and faculty hold students to the highest standards for academic integrity. Students who commit academic dishonesty are taking away from themselves the opportunity to learn, creating an unfair grading environment for others, impacting the value of an ASU degree and even affecting innocent student's grades. Therefore, any student

found providing materials of any type to a *homework help* site or a *study resource* site are in direct violation of the Academic Integrity Policy: "Aiding academic integrity policy violations and inappropriately collaborating." The Faculty of Leadership and Interdisciplinary Studies will not tolerate such actions and will seek sanctions in conjunction with the Office of Student Rights and Responsibilities, including but not limited to an "XE" in the course. There is no statute of limitations on Academic Integrity violations.

Prohibition of Commercial Note Taking Services:
In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Grading System:
Grades will be determined by the percentage you accumulate. Students earn their grades by completing the following:

Breakdown of Points

Syllabus Quiz	20 points
Reading Quizzes	180 points
Discussion Board	180 points
Reading Essays	300 points
Ethnography Reflections	120 points
Final Project	100 points
Total	**900 points**

Reading Quizzes
The reading quizzes are based on the weekly readings from the text for each module and are worth 30 points each.

Discussion Boards and Participation
Weekly discussion will provide the opportunity to critique and engage with the reading and supplementary materials and to share these reflections with other students. Students are expected to apply the concepts from the readings in each module in the discussions and write original, insightful comments that reflect an understanding of the course material. Discussion boards are each worth 30 points.

Activities (integrated into the writing assignments)
Some weeks there will be activities, which are short creative or generative assignments that may include a powerpoint presentation, video, or other activity. Often, these activities will be integrated into a discussion board or another writing assignment.

Reading Essays
Essays will offer you the opportunity to further explore the content and/or to bring out the practical aspects of the course. In these essays, students will be asked to describe their

reactions, perceptions and significant insights gained from the readings and activities. Each reading essay is worth 50 points.

Ethnography

As part of this course we will be reading an ethnography that brilliantly illustrates many of the concepts and on the ground practicalities of NGO development work within the context of Haitian culture. An ethnography is a qualitative description of people and culture through a methodology known as participant observation. The anthropologist lives within the community and actively participates in daily activities with the people as well as ceremonies and other important events as invited in order to experience a full emersion of another culture. Such an emersion provides new emic insights into complex social nuances. In this course we will read and critically discuss the ethnography, Killing with Kindness: Haiti, International Aid, and NGOs, by Mark Schuller. In this ethnography Schuller (2012) provides data comparing two types of NGOs in Haiti including public and privately funded organizations. “Sove Lavi” translates to “saving lives” and is an NGO that receives public aid and operates under “top-down mandates." “Fanm Tet Ansanm” translates to “women united” and is privately funded and typically works autonomously. This comparison of the different NGO structures considers how this “Northern” donor funding affects local participation and autonomy within the “Southern” NGOs. The environmental and cultural context of where development NGOs work is important. Therefore, examining the Haitian culture is an integral component of our discussion. This ethnography specifically focuses on the stories (*istwas*) of the recipients of structural violence: the women from Haiti’s poor majority. Structural violence often results in health consequences, unequal access to education and economic exploitation, which are felt more severely by women. “The intersectionality of oppression, the gendered structural violence, in turn contribute to vulnerability to violence and contracting HIV/AIDS underlining the importance of the work of both NGOs profiled in this book. These and other women’s NGOS are attempting to address these multiple inequalities that contribute to the spread of HIV/AIDS” (Schuller, 2012, p. 41). Each ethnography reflection is worth 40 points.

Final Project

The final project for this course involves the development of an International Development NGO in the context of another culture. Each student will identify a specific problem area a new International Development NGO could address and the NGOs’ intended impact on the problem. Our world is faced with many complex problems that require an interdisciplinary approach, that is, the integration of ideas and knowledge to form a more complex whole based on multiple perspectives. The value of reaching a solution based on contextual thinking is appreciated as being more effective than focusing on one area of knowing alone. NGO efforts are increasingly requiring an interdisciplinary approach to address complex world problems in their work. One such complex world challenge is sustainable development. For this project students will create an International Development NGO that integrates two of the Sustainable Development Goals. The final project is worth 100 points.

Course Outline:

Module 1: Imagining NGOs. Module 1 introduces you to the complicated subject of development NGOs (DNGOs). This complication, in particular, revolves around our limited understanding of the management of DNGOs as organizations.

- Explain the impetus for the entry of NGOs into the development mainstream circles.
- Assess the dichotomy of why NGOs are romantasized but also simultaneously pathologized.
- Outline the 4 separate constituents involved in the management of NGOs and how they are all interconnected.
- Explain the semantic debate that revolves around the diversity of NGOs.
- Analyze the critiques of NGOS, including cross-cultural experiences and appreciate the ethnographic and anthropological contribution to those conversations.

Module 2: Theoretical Perspectives on the Organization of NGOs. Module 2 explores the multiple understandings of management, the "problems" with managerialism and the tendencies for some NGOs to shun the world of management. In chapter three David Lewis discusses the long-standing debate of those on one side that argue development NGOs should apply a basic "nuts and bolts" approach to the management of NGOs similar to other organizations. On the other side stands the argument that the specific nature that NGO work involves warrants them to rethink the concept of management starting from the ground up and to essentially throw away the rule book. The latter is due to worry among NGO managers that if they act like traditional managers they will somehow become contaminated by the mainstream values of hierarchy and authority. In light of this argument, NGO management is seen as requiring improvisation and synthesis to draw from different sources of ideas and practices. In chapter seven we will look at organizational theory and the anthropology of organizations as lenses to help us understand how organizations grow and change.

- Define managerialism and how it translates "dangerously" to the NGOs of the development sector.
- Debate the two broad positions of "management" in relation to development NGOs.
- Analyze NGO management by exploring relevant ideas from within the wider world of different organization contexts.

Module 3: Introduction to Development. Module 3 takes an important look at development to help contextualize the involvement that NGOs have in this arena. Development is a contested concept that invokes multiple perspectives on and theories of development, which consequently constructs different ideas about NGOs. Development has its origins in the 17th and 18th centuries tied to an era that favored progress. The concept of "progress" and "modernity" were carried out by European colonial powers during the 18th and 19th centuries in Africa, Asia, and Latin America by elements of directed change. After WWII and many former colonies became independent states development became the new formalized international program to aid "underdeveloped" parts of the world through the establishment of the United Nations, and the Bretton Woods Institutions that include the World Bank and the International Monetary Fund. As we will see, the concept of development is far from straightforward. Development has meaning at both the level of theory and in practice.

- Define "development" and explain the mixed understanding and emotion this word generates.
- Analyze modernization theory in comparison to dependency theory.
- Analyze a development case study and critique the impact of medium to large social structures on individual and community behavior.
- Discuss the emphasis on "bottom up" rather than "top down" approaches in the participatory or alternative development paradigm.
- Explain the importance of ethnography in our wider understanding of NGO management and organizational processes.

Module 4: NGO Roles in Development. Module 4 focuses on what development NGOs actually do. This discussion includes implementer roles in the form of service delivery. Neoliberal development policies have emphasized a decreasing role for governments as direct service providers with NGOs filling in this space. NGOs also act as catalysts to bring about change through advocacy and innovation. NGOs also work to form partnerships with local governments, donors, private companies, and other NGOs as a way to more efficiently use scarce resources and promote institutional sustainability.

- Compare case study examples of NGO service delivery work and discuss the lessons learned from their relative success or failures.
- Analyze the importance of varying types of partnerships NGOs establish and how they impact the organization in varying ways.
- Critique the buzzword of empowerment in the context of microloans and how these larger social structures affect individual behavior.
- Examine why participation is important in NGO development work.
- Assess the critiques of nongovernmental organizations, including cross-cultural experiences – and appreciate the ethnographic and anthropological contribution to those conversations.
- Discuss the pros and cons of the non-profit sector assuming prime responsibility for the provision of social services.

Module 5: External and Operating Environment. Module 5 is concerned with culture and organization in addition to NGOs and the management of relationships. While social structure involves the social relationships that exist within an organization, culture refers to the shared values and ideas that people bring to these relationships. Taking a cultural perspective on an organization insists that we need to understand culture in two inter-related ways. The first is the need to understand culture in terms of the *wider societal cultures* in which the organizational activity takes place. The second is the organizational culture that is created *within* particular organizations. A world that has less and less boundaries requires organizations to be able to transcend boundaries at multiple levels. One of these boundaries is the capacity to crossover and move into areas of space, time, and cultural assumptions that have traditional boundaries. Many development organizations work towards social justice issues and poverty reduction within the framework of the context where the work is being undertaken, often in different cultural settings. Working at this cultural interface can be challenging. One of these challenges is development workers from one country working in another country with a different culture. Managing cross-cultural experiences both within the organization and between themselves and the beneficiaries is an important component of NGO work. There is a long history of International NGOs from the North working in the South where there can be many differences in culture and context. There is concern about the imposition of Western ideas and practices and a lack of sensitivity towards local communities. There is important need for indigenous management in development countries. Understanding the traditional approaches to managing change (e.g. storytelling, dances, rituals, healers) within the context of the environmental culture are important powerful levers for change.

This module also examines NGO relationships with local communities, government, businesses, and other development agencies. NGOs should be viewed as open systems that are influenced and interdependent with and shaped by the resources, events, and actions of other actors in their environments. The relationships that NGOs develop are important for the sustainability of the organization as well as its overall well-being and creativity. Effective NGOs strive to strike a balance between their internal management with the management of relationships in the wider environment within which NGOs operate.

- Examine the importance of cross-cultural understanding in NGO development work.
- Explain the role of the wider environment and its influence on NGO organization.
- Critique the key concept of accountability in NGO work.
- Explain what is meant by the 'myth of community' in NGO development work.

Module 6: Dynamics of Internal Organization. Module 6 takes a further look inside the world of NGOs and focuses on the complicated internal dynamics borrowing from the wider third sector management literature. Distinctive management issues are identified that include leadership, governance, and volunteerism. Common internal management problems for third sector organizations include: a tendency for vague organizational objections, challenges of effectively monitoring performance, balancing multiple accountabilities, the concept of voluntarism, and the need to maintain organizational values over time. There is also discussion pertaining to the issue of perhaps not getting the internal management of NGOs 'right' is necessary for the NGO to be successful at what they do.

- Discuss the importance of volunteers to the internal management of NGOs.
- Explain the characteristics of third sector organizations that pose management challenges.
- Discuss NGO leadership styles.
- Analyze the use of technology to potentially enhance the connections between the organization and the local community.
- Analyze the barriers that restrict information flow in NGOs.
- Identify characteristics of high impact non-profits and critique the conclusion that internal management may not be the key to success for an organization.

Grade Appeals:
ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see http://catalog.asu.edu/appeal.

Incompletes:
A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (http://students.asu.edu/forms/incomplete-grade- request).

Drop and Add Dates/Withdrawals:
Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the Study Abroad Withdrawal Policies for important dates regarding withdrawing from your Faculty Directed program.

Email Communications:
All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and

information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on "My Help Center."

Establishing a Safe Environment:
Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Student Conduct Statement:
Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V– Campus and Student Affairs: Code of Conduct http://www.azregents.edu/policymanual/default.aspx
- ACD 125: Computer, Internet, and Electronic Communications http://www.asu.edu/aad/manuals/acd/acd125.htm
- ASU Student Academic Integrity Policy http://www.asu.edu/studentaffairs/studentlife/srr/index.htm

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (http://www.asu.edu/aad/manuals/usi/usi201-10.html).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Trigger Warning

Please note that some course content may be deemed sensitive and/or offensive by some students. Please bring this to the attention of the instructor at emmertz@asu.edu.

Title IX:
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students.

"As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, eoss.asu.edu/counseling, is available if you to wish discuss any concerns confidentially and privately."

Syllabus Disclaimer:
The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

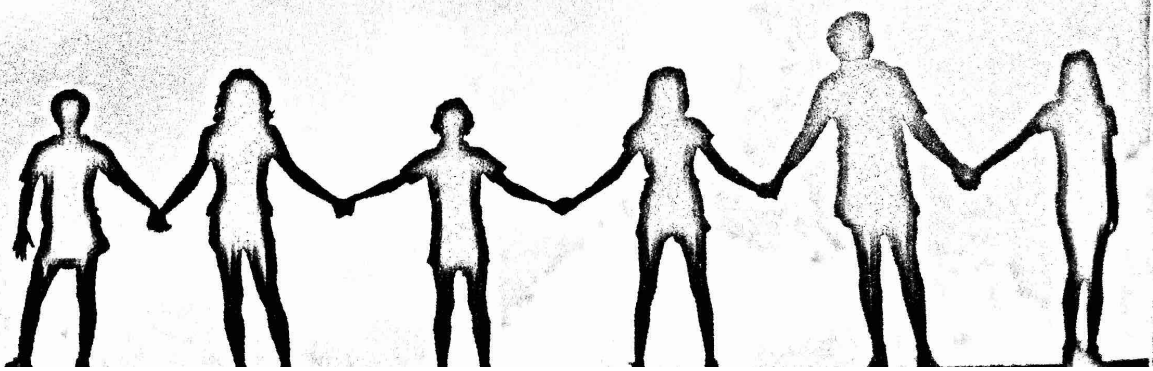
Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: http://studentsuccess.asu.edu/frontpage
- Counseling Services: http://students.asu.edu/counseling
- Financial Aid: http://students.asu.edu/financialaid
- Disability Resource Center: http://www.asu.edu/studentaffairs/ed/drc/
- Major/Career Exploration: http://uc.asu.edu/majorexploration/assessment
- Career Services: http://students.asu.edu/career
- Student Organizations: http://www.asu.edu/studentaffairs/mu/clubs/

NON-GOVERNMENTAL ORGANIZATIONS, MANAGEMENT AND DEVELOPMENT

THIRD EDITION



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Killing with Kindness

Haiti, International Aid, and NGOs

MARK SCHULLER