Professor Susan Appe  
Office: UDC 341  
Phone: 607-777-9182  
E-mail: sappe@binghamton.edu  
Class Meets: Tuesdays, 1:40 - 4:40 pm.  
Room: University Downtown Center 121  
Office Hours: XXXX or by appointment. I will not hold office hours or appointments on days when the University is not in session (Please see Appendix A for a schedule of office hours).

Course Description

PAFF 555 Introduction to Nongovernmental Organizations is a 3-credit elective course that introduces students to international nongovernmental organizations (NGOs). Although the United Nations acknowledges the importance of NGOs in Article 71 of its original charter (1945), the interest in NGOs as major service providers and policy actors exploded during the 1980s and 1990s “NGO boom.” NGOs are recognized as important and (usually) legitimate actors in the international arena; by multi-lateral, bilateral, and international philanthropic organizations seeking to partner with them to address a wide array of global “wicked” problems. In the class, you will analyze and compare, with a critical eye, NGO functions and management issues across widely different contexts. In addition, you will be able to design some assignments around a policy field (poverty, gender equality, water and sanitation, health, and education) and/or a region of interest. Given that it is a comparative course, we will discuss the similarities and differences between nonprofits in the United States and NGOs working internationally.

The course is organized into five units. These include: (1) The NGO Sector and Global Development; (2) Human Rights and Democracy Promotion; (3) INGOs and Policy Fields; (4) Accountability and Critical Perspectives; and (5) Alternatives and International NGOs in Upstate New York.

Course Goals and Objectives

As a result of participating in PAFF 555, students will be able to:

- Understand the field of international nongovernmental organizations (INGOs) and the contexts in which NGOs work
• Examine global public problems such as poverty and human rights (with a specific focus on access to clean water, healthcare, and education)
• Scrutinize the work of INGOs in specific policy fields such as poverty, gender equality, water and sanitation, health, and education.
• Challenge each other to be reflective, thoughtful learners about our increasingly interdependent and complex world

In addition, students will examine the work of INGOs located in New York State with the objectives to:

• Identify the opportunities and challenges associated with INGO leadership across borders and grassroots development aid more generally
• Consider whether small, international nongovernmental organizations (what we will call ‘SINGOs,’ many of which are located in New York State) are an effective channel for development aid

The course will aid in achieving the mission of the Department of Public Administration at Binghamton University, which is “to develop individual and institutional capacity for community-based public practice.” We will focus on the development of skills that are critical to your success in the MPA program and in a public service career. We will center on the NASPAA\(^1\) competency: “to communicate and interact productively with a diverse and changing workforce and citizenry”. This will be especially important with individual work and your work in teams with classmates during the semester. Additionally, as with most MPA courses, we will stress the improvement of your critical thinking, writing and presentation skills and your ability to locate and digest large amounts of information.

**Nonprofit Certificate Competencies**

This course counts as an elective for the Certificate in Nonprofit Management. The certificate is intended to provide students with an introduction to core aspects of management and leadership in the nonprofit sector. The course of study emphasizes an introduction to essential aspects of nonprofit management, an overview of current policy and management issues, the development of analytical skills critical to effective work in the nonprofit sector, and specialized course work in different aspects of management (such as strategy development or grants management). The following are the specialized competencies to be gained from the required courses for the Certificate in Nonprofit Management:

1. The student demonstrates the ability to analyze an organization’s business model (revenues and expenses and the relationship between them), specifically its strengths and limitations.
2. The student demonstrates the ability to assess an organization’s board and senior leadership and how they carry out the governance function.

\(^1\)“NASPAA is an association of academic units (e.g. colleges, schools, departments, programs, centers) within universities that award graduate degrees in public administration, public policy, public affairs, and related fields” (www.naspaa.org).
3. The student demonstrates the ability to identify the internal and external forces that affect nonprofit organizations and the implications of those forces on decision making.
4. The student demonstrates the ability to analyze a nonprofit organization in terms of the distinctive role it plays in the community (such as its intended benefits and its contribution to civic life).

**Philanthropy Incubator**

Professor David Campbell established the Philanthropy Incubator in 2008 to cultivate habits of philanthropy among Binghamton University students. The program provides students with grant money and other raised money to distribute to local nonprofit organizations as part of course work in which they learn about philanthropy and the essential role nonprofit organizations play in building vibrant communities. The grant-making experience contributes to students’ preparation for engaged citizenship and preparation as public service professionals (see its website: [http://www.binghamton.edu/public-administration/philanthropy-incubator/](http://www.binghamton.edu/public-administration/philanthropy-incubator/))

PAFF 555 has been awarded XXXX² through a private donor. We will use this funding to support a U.S. 501(c)(3) nonprofit organization of modest size that works internationally (a ‘SINGO’) and is based in upstate New York in order to consider issues related to social change and global philanthropy. This global giving exercise will be based on the evaluation of organizations and the values informing the class’s giving. At the end of the semester we will reach a consensus (or at least a conclusion of voting) on which organization should receive the funds.

In addition, the Masters in Public Administration Graduate Student Organization will organize and host ‘Party with a Purpose’, during the 2018 spring semester. The event will be a networking opportunity for students, faculty, alumni and the greater Binghamton community. ‘Party with a Purpose’ (PWAP) serves as a fundraiser for the Philanthropy Incubator for another nonprofit elective, PAFF 552 taught by Prof. Campbell. While not required for the course, students in PAFF 555 are strongly encouraged to attend, to support the programming of the Philanthropy Incubator and the department of Public Administration. PWAP will be held in April 2018 in Binghamton.

We will discuss further the PAFF 555 Philanthropy Incubator class project in class.

**Texts and Readings**

Readings for this course will be drawn from the required texts and additional materials on MyCourses. Books are available at the University Bookstore. (Please see Appendix B: NGO and Development Journals for a list of resources pertinent to the course content and helpful for assignments).

**Required Texts**


² To be determined
Kumerian Press.

**Method of Instruction**

This course is organized as a seminar. Like other classes I teach, class sessions will have a “rhythm” that will involve a combination of presentation, discussion, and class activities (individual and team). I use a variety of methods to make sure I am ‘hitting’ all learning styles, because you might excel at some methods over others. Needless to say, I expect students to have read and reviewed the content assigned for the day and to be prepared to engage with it during each class.

***** I encourage you to bring the readings to class and take notes on the readings. This will be helpful for class discussions and signal to me that you are engaged in and digesting the material.

**Community Engaged Learning (CEL) course**

This is a designated Community Engaged Learning (CEL) course. CEL courses are credit-bearing and students are involved in a community setting such that the experience is linked to course content, enriches learning, and benefits the community in some way. Assignments and class activities related to the CEL designation are labeled as: (*engagement activity*). In addition to individual written work and team presentations, which totals about 28%, students will spend about 14 hours across class sessions, plus about 10 hours of independent/group work outside of class.

**Course Requirements**

Your course grade will be based upon the following seven elements:

1. Class Engagement and Participation (10%)
2. As the Expert Presentations (10%)
3. Memos (40%)
4. Organizational Profiles (30%)
5. Final Presentations (10%)

Final course grades are determined using the following scale:

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<tr>
<th>Total Points</th>
<th>Final Grade</th>
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<tr>
<td>94-100</td>
<td>A</td>
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<td>90.0-93.9</td>
<td>A-</td>
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<tr>
<td>87.0-89.9</td>
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<td>83.0-86.9</td>
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<td>80.0-82.9</td>
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<td>77.0-79.9</td>
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<td>73.0-76.9</td>
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<td>65.0-69.9</td>
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<td>64.9 or Lower</td>
<td>F</td>
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**Explanation of Grading Criteria**

**Class Engagement and Participation (10%)**: The purpose of Masters of Public Administration program is to prepare a student to be an organizational leader, a role that places a premium on collaborative work, communications and evaluation skills and professionalism. I consider class a standing meeting that we have. You need to attend on time, be prepared, and engage in the tasks on hand. I will look for evidence that you synthesize the week’s course material into your understanding of the field and that you integrate discussion of classmates into your own contributions. Participation will also be measured by in-class discussions and activities. Grades for participation are given at the end of the semester and use the following scale: 95 (exceptional), 90 (above average), 85 (average), 80 (below average).

**As the Expert Presentations (10%)**: You will be assigned to a team of 3-5 people, and as content “experts”, you will present on a policy field in which INGOs are active. The five choices are: poverty, gender equality, water and sanitation, health, and education. You will pick the policy fields in Class 1. You will be given some time in Class 2 (January 24) for planning purposes and the class period of Class 7 (February 28), but this assignment might also require time and communication among you and your group members outside of class. Presentations are scheduled for Class 8 (March 14) and will be 20-25 minutes. You will receive the order of presentations and further detailed instructions in class.

**Memo Assignments (40%)**: As you know from other MPA courses, memos are an essential element in professional public service. As practitioners, you will be expected to engage in effective written communication as a means of conveying ideas, presenting analyses, and/or persuading colleagues of a course of action you recommend. Memos are a traditional form through which professionals communicate ideas. For this class, you will be responsible for preparing three memos based on prompt questions. I will provide you with further instructions in class.

- **Legal Framework Memo**: You will write a memo on the NGO legal framework in a country of choice (2-4 pages).
- **Foreign Aid Memo**: You will write a memo on an assigned stance about whether or not Western governments and NGOs should provide aid to other countries (2-4 pages).

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3 Thanks to Professor David Campbell for this language about memos.
Comparison Memo: You will compare a US-based nonprofit and an international NGO working (for the most part) in the same policy field (2-4 pages)

Final Memo: You will write a memo on a ‘SINGO’, more details to follow (2-4 pages) (*engagement activity*).

Organizational Profiles (30%): These are short (2-3 pages) papers which outline an organization according to the assignment topic. Organizational Profiles should be single spaced, and have APA-style citations, one-inch margins, Times New Roman no smaller than 12-point font, and number the pages. Further information will be given in class. The following are the assigned topics:

- Organizational Profile #1: Assigned INGO
- Organizational Profile #2: Human Rights
- Organizational Profile #3: Regional Choice
- Organizational Profile #4: A Scandal
- Organizational Profile #5: Selected SINGO (*engagement activity*).

Final Team SINGO Presentation (10%): Your team will have approximately 15 minutes to persuade other students to vote for your organization and there will be up to 10 minutes for any Q & A. In addition, you should prepare a 1-page (can be front and back) handout for students with important information, which can be referenced during deliberations and decision-making. More information will be discussed in class. Presentations will be on April 25. (*engagement activity*).

Class Policies

Handing in Assignments. You must submit most of your assignments to me via MyCourses (under the assignment name tab in week’s content folder) prior to the beginning of the class period for which they are assigned. If you do not submit your paper via MyCourses on time, I will deduct 3 points automatically. As noted below under “Late Penalties,” assignments that are turned in late will be penalized. Anything more than 1 hour late will receive a standard penalty, that is, I will deduct one full letter grade for each 24-hour period (or portion thereof) the assignment is late. Assignments that are more than 4 days late (including weekend days) will not be accepted and will be assigned a grade of F (0 points). Only in the case of a documented emergency will an assignment be accepted late without a penalty. If you anticipate a problem due to other obligations, you are expected to complete and submit the assignment early.

1) Your assignment must use one of the following formats: .doc or .docx
2) Your document file name must have the following format: Your family name/the assignment name.

Academic Honesty. Public administration, public management, and public service demand the highest ethical standards among its practitioners. Plagiarism, cheating, falsifying information, etc., will not be tolerated. Students are expected to comply with the Academic Honesty Policies of CCPA and Binghamton University, and to uphold the ASPA Code of Ethics (assigned reading for October 10th) in their research and writing activities. As a professional school within
Binghamton University, the College of Community and Public Affairs (CCPA) is committed to upholding the highest professional standards of ethics and integrity. Students are expected to comply with the Academic Honesty Code for Binghamton University (http://www2.binghamton.edu/watson/about/academic-honesty.html). Violations of the Code will be taken seriously. Students should refer to the CCPA Ethics and Integrity policy available in the CCPA Dean’s office. **Please note that I will comply with CCPA policy and will report any plagiarism incident.**

All members of the university community have the responsibility to maintain and foster a condition and an atmosphere of academic integrity. Specifically, this requires that all classroom, laboratory, and written work for which a person claims credit is in fact that person’s own work. Binghamton University has obtained a license with Turnitin.com to facilitate faculty assessment of the originality of work that is submitted by students. Students assume responsibility for the content, integrity, and originality of the academic work they submit. Students are in violation of academic honesty if they incorporate into their written or oral reports any unacknowledged published or unpublished or oral material from the work of another (plagiarism), or if they use, request or give unauthorized assistance in any academic work (cheating). At a minimum, you should expect to fail this course and be severed from the MPA program if you commit any acts of academic dishonesty. If you have any doubts about proper conduct, check with your instructor or err on the side of caution.

**Accommodations for Students with Disabilities.** Binghamton University is committed to full and equitable access for all enrolled students. If you have or believe you have a disability and would benefit from any accommodation(s), you may self-identify by registering with Services for Students with Disabilities (SSD) located in University Union, Room 119. It is your responsibility to inform either your instructor or an SSD representative in a timely manner if the accommodations are not meeting your needs. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, please inform the instructor. The best time to make arrangements for accommodation is at the beginning of the semester; however if you develop a disability or recognize the need for accommodation later in the semester, you may request accommodations from that point forward.

**Diversity and Learning Environment.** The faculty and staff in the College of Community and Public Affairs are committed to serving all enrolled students. The intention is to create an intellectually stimulating, safe and respectful class atmosphere. In return, it is expected that each student will honor and respect the opinions and feelings of others.

**Syllabus as a Contract.** This syllabus is a contract. You are responsible for reading this syllabus in its entirety. Continued enrollment in the class indicates that you understand and accept the terms contained herein. If you have any questions or concerns about any policies, assignments, grading criteria or any other aspect of the course, please meet with me to resolve those issues prior to the withdrawal deadline.

**Office Hours and E-mail Communication.** I welcome your visits during my office hours to get to know you better and to discuss material in greater depth than we have time for in class; you do
not need to wait for a problem to arise or limit your conversations to class-related concerns. Office hours or appointments are an appropriate time and venue in which to discuss details related to class projects, problems you are having with the course, or other issues that cannot be answered with simple “yes” or “no” responses. E-mail is an appropriate means of communication for quick questions, announcements, or notifications that do not require a response. I will usually respond to emails within 48 hours. Please check your email regularly for emails from me as well.

Responsibility for Material Presented in Class. You are responsible for material covered in class. Material that is not included in the assigned readings will be presented in class. Requirements and expectations for assignments may also be presented in class; these will apply to you even if you are not in class when the information is presented. You are responsible for the course material and for meeting specifications for assignments.

Collaborative Work. I encourage you to meet with classmates to discuss topics, study and exchange ideas. However, individual assignments must be yours and yours alone.

Professionalism. As a professional degree program, the MPA program demands that students demonstrate the level of professionalism that will be expected of them upon graduation. This applies to students’ communication in writing, as well as their conduct in and out of the classroom. In addition, please dress appropriately for class.

Professionalism of Assignments. *All written work must conform to current APA style guidelines; assignments which do not generally conform to APA style guidelines will not be accepted and will be assigned a grade of F (0).* If you have questions about the expectations for any assignments, you should inquire with me far enough in advance to allow you to complete the assignment on time. Completed assignments must be word-processed and carefully proofread to reflect an appropriate level of professionalism and detail.

Students are expected to submit assignments that meet professional standards in both content and style. Professional content requires thorough research and the demonstrated ability to articulate logical and insightful arguments and critical thinking skills. Professionalism in style demands that written assignments be professional in appearance, clearly written, and free of grammatical, spelling, and syntax errors.

Cell Phones and Electronic Communication. Cell phone conversations, text messaging and other forms of electronic communication are expressly forbidden during class time. If you need to leave your phone on for work or family reasons, set the phone to vibrate and excuse yourself from the classroom before answering the call. In the same way, students using laptops in class may only use them for note taking. Answering e-mail or instant messaging is also not permitted.

Workload. This is a 4 credit hour graduate seminar in a professional masters degree program. As such, you should expect to spend, on average, 10-12 hours per week outside of class on readings and assignments for the course. You are advised to keep up with the work for this class as catching up can be an overwhelming task. All reading assignments, exams, homework and due dates are listed in the syllabus, so there is no excuse for being unprepared. The reading load
varies from week to week so you are advised to look ahead in the syllabus and to plan your
schedule accordingly.

**Late Penalties.** Assignments are to be submitted to the instructor by Blackboard’s turnitin link
PRIOR to the start of class on the due date listed in the syllabus. Assignments that are turned in
late will be penalized one full letter grade for each 24-hour period (or portion thereof) the
assignment is late. Assignments that are more than 4 days late (including weekend days) will not
be accepted and will be assigned a grade of F (0 points). Only in the case of a documented
emergency will an assignment be accepted late without a penalty. If you anticipate a problem due
to other obligations, you are expected to complete and submit the assignment early.

**Absences.** Consistent with University policy, students are expected to arrive on time to every
class meeting.

**Children in Class.** Students who are parents sometimes find that they are confronted with a
choice of attending class or taking care of their child. This course applies a child-friendly policy,
and you may bring the child to class when necessary. Please keep in mind that three hours is a
long time for a child to play/read/work quietly. If necessary, be prepared to take your child out of
the classroom. Also, the Information Commons is not an appropriate location for unsupervised
children.

**Incompletes.** No incompletes will be awarded for this course without *explicit* medical or
university certification indicating that 1) you are unable to complete the course due to
circumstances beyond your control, which developed after the last day to withdraw from the
course, and 2) you were passing the course (with a grade of B or better) up until that time.
Incompletes cannot be used to avoid an unsatisfactory grade. Family “crises,” workplace
demands, or heavy workloads in other courses do not constitute sufficient grounds for an
incomplete.

**Removal for Non-Attendance.** I do not administratively remove students from my courses for
non-attendance. I consider it your responsibility to withdraw from the course, pursuant to
University deadlines and procedures, if you do not wish to receive a grade.

**Re-Writes.** There are no re-writes on any assignment for this course.

**Extra Credit/Bonus Work.** This class does not provide opportunities for extra credit or bonus
work.

**Problems & Complaints.** If you have any problems or complaints about me, the course or
classmates, please come and talk with me during my office hours or other appointed time. As a
public administrator you will be responsible for conflict resolution, so now is a good time to
practice those skills. If you are not satisfied with the resolution of the problem that the instructor
provides, you may take your concerns to either the Director of Graduate Studies (if the problem
involves another student or the course) or the Department Chair (if the problem involves a
faculty or staff member).
Tentative Schedule of Topics, Readings and Assignments

Note: Deadlines listed below are subject to modification at the instructor’s discretion in response to changing class needs. All changes will be announced in class.

UNIT 1: THE NGO SECTOR AND GLOBAL DEVELOPMENT

Class 1 (January 17): Nongovernmental Organizations
- Read the syllabus thoroughly
- Casey, Chapters 1 and 2
- MPA Handbook: Please read Appendix B in the Handbook titled: The Writing Center’s use and acknowledgement of sources in the
- In class: Sign up for As the Experts

Class 2 (January 24): NGOs Legal Frameworks
- Casey, Chapters 3 and 4
- *The Economist.* (2014). Foreign funding of NGOs. (Bb)
- Check out CIVICUS’ Tracking Civic Space Map: https://monitor.civicus.org/
- In class: Group time and group expectations
- In class: Informal Memo Presentations
- Assignment Due: National Legal Framework Memo

Class 3 (January 31): SDGs: Poverty and Other ‘Wicked’ Global Problems
- Casey, Chapters 5 and 6
- Exley, Z. (2013). The unglamorous truth about ending poverty: a response to Peter Buffet. *Huffington Post.* (Bb)
- Skim: Sustainable Development Goals (Bb)
- Skim: Sustainable Development Goals Introduction (Bb)
- In class: The United States and the SDGs
- Assignment Due: Foreign Aid Memo
Class 4 (February 7): Globalization, the Foreign Aid System, and NGOs
- Casey, Chapter 7
- James, J. (2014). Can an online community for NGOs help reduce duplication in the field? Huffington Post. (Bb)
- In class: The Role of NGOs in the International System
- Assignment Due: Organizational Profile #1: Assigned NGO

UNIT 2: HUMAN RIGHTS AND DEMOCRACY PROMOTION

Class 5 (February 14): Human Rights NGOs
- Readings to be selected
- In Class: Amnesty Case; Action Aid Case Study
- Assignment Due: Comparison Memo

Class 6 (February 21): NGOs in Genocide and Mass Atrocities Prevention
- Readings to be selected
- In class: Colombia Case Study
- Assignment Due: Organizational Profile #2 in Human Rights

UNIT 3: NGOs AND POLICY FIELDS

Class 7 (February 28): As the Experts Preparation Time (no formal class session)
- Assignment Due: Submit one reading for students for the following class sent to me via email by today before class session.

Class 8 (March 14) As the Experts. In-Class Presentations of NGOs and Policy Fields
- Students will be presenting policy fields in which NGOs are active: poverty, gender equality, water and sanitation, health, and education. Reading assignments for this class session will be posted on March 1.
- Assignment Due: To be determined.
UNIT 4: ACCOUNTABILITY AND CRITICAL PERSPECTIVES

Class 9 (March 21): Debates on Accountability
- Casey, Chapter 8
- NPR (2017). How Do You Know If Aid Really Works? Turns Out ... We Often Don't. Goats and Soda.
- The Samaritans, esp 1
- **Assignment Due:** Organizational Profile #3 from a regional choice

Class 10 (March 28): Critical Lenses on NGOs
- The Samaritans, esp 2
- **In class:** Starting the SINGO project (*engagement activity*)
- **In class:** SINGO guest speaker (*engagement activity*)
- **Assignment Due:** Organizational Profile #4 Scandal

***Classes Suspended; No Class on April 4***

UNIT 5: ALTERNATIVES AND INTERNATIONAL NGOs IN UPSTATE NEW YORK (*engagement activity* - the entire unit).

Class 11 (April 11): Alternative Development Initiatives
- Casey, Chapter 9
- South-South development (She Decides?)
- Kestenbaum, D. & Goldstein, J. (2013). The charity that just gives money to poor people. *NPR: Planet Money.* (Bb)
- Smart Risks: Selections
- **In class:** SINGO project
- **In class:** SINGO guest speaker
- **Assignment Due:** Organizational Profile #5 of SINGO (policy field(s); development or HR?)

Class 12 (April 18): SINGOs in New York
- Smart Risks: Selections
- Hubert Case Study: SINGOs
- Watch ActionAid video (Bb)
- **In class:** SINGO project
- **In class:** SINGO guest speaker
Class 13 (April 25): Our Smart Risk: Final Team SINGO Presentations
- Dress professionally, please.
- *Teams submit PDFs of Handouts and PPT slides via Blackboard prior to class.*
- **In class:** SINGO project
- **Assignment Due:** Final Memo

Class 14 (May 2): Decision Making – and/or – Local and International NGO Panel
- **In class:** SINGO project
- **Assignment Due:** Panel questions to be submitted by *date to be announced*
Appendix A: Appe Spring 2018 Office Hours

To be determined in January 2018

** Office Hours schedule listed above is subject to modification at my discretion. All changes will be announced in class.
Appendix B: NGO and Development Journals

A list of important journals may be found in the MPA Handbook. Other journals that publish “NGO/Development” literature include

*World Development*
*Development and Change*
*Community Development Journal*
*Development*
*Journal of International Development*