

**International Non-governmental Organizations - 44158 - PANM 4350 - 0
Fall2014**

COURSE: - 44158 - PANM 4350 - 0

TITLE: International Non-governmental Organizations

CREDIT: 3

FACULTY: FACULTY:

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or by appointment (office hours sometimes get canceled for

meetings, etc.; emailing ahead and making appointments are always good ideas)

Office Phone: 423- 425-5755 (the best way to reach me is via e-mail, please use e-mail to communicate with me).

Response time to e-mails: all e-mails will be answered within next two business days.

PREREQUISITES AND COREQUISITES: Prerequisite: POLS 2000 or department head approval.

COURSE DESCRIPTION: The role of international nongovernmental organizations in the developed and developing world with an emphasis on structures, functions, and limitations.

COURSE OUTCOMES: This course is designed as a *senior seminar*. It is a *seminar* in that students are primarily responsible for their own learning and for promoting other students' learning, with the instructor usually playing a coaching, advising, and facilitating role. In addition, the instructor will lecture.

This syllabus provides a general plan for the course, but deviations may be necessary. Instructor will accommodate students' professional interest as much as time allows.

Course Objectives:

- Critical Thinking: Build on established knowledge and skills to deconstruct common assumptions about INGOs.
- Reflective Thinking: Develop reflection skills for professional growth and development related to INGO work.

- Clarify Perspectives: Become comfortable with various perspectives and critical issues in INGO studies in order to clarify personal and professional roles and responsibilities in the INGOs' arena.

Learning Outcomes:

The goal of this course is to enable students to achieve the following learning objectives. Students will be able to:

- explain what INGOs are, their roles, functions, and place among other types of organizations
- discuss a wide diversity of NGOs
- explain the growth of INGOs over the past 150 years
- describe the full range of INGOs activity with quantitative data
- list different types of INGOs
- show how INGOs operate in global governance process, with an emphasis on their relationships with and effects on states, intergovernmental organizations, and transnational corporations
- develop skills in leading and participating in group discussion

EVALUATION/ASSESSMENT:

Grading

You can receive total of 1,000 points

Midterm:	320 (32%)
Final Exam:	350 (35%)
Paper:	150 (15%)
Questions for discussions:	40 (4%)
Attendance and participation:	100 (10%)
Presentation of one INGO	40 (4%)

A portion of the cumulative class grade will be reported to students prior to the midpoint of the total grading period as a percentage of the total points that a student could have made prior to that date. The grading scale is provided below to help students with calculating their final and midpoint grades.

Paper and Presentations:

A (90 – 100%) = Excellent; all expectations met or exceeded; explicitly demonstrates thorough understanding of subjects, theories, concepts, and cases; chooses appropriate theories from appropriate readings for each case; applies theory to practice skillfully; no substantive shortcomings or only minor shortcomings; presentations are well organized, help other students learn course content, and add value above existing course content; writing is well organized and adheres to rules of grammar, spelling, and syntax with no or very few exceptions

B (80 – 89%) = Good; most or all expectations are met; explicitly or implicitly demonstrates good, if not thorough, understanding of literature; only minor substantive shortcomings; presentations are well organized and help other students learn course content; writing is generally well organized and mostly adheres to rules of grammar, spelling, and syntax

C (70 – 79%) = Satisfactory; directions are followed, most expectations are met but with at least one significant shortcoming; despite any shortcomings, demonstrates basic level of understanding, but may miss some important points; presentations demonstrate understanding of the content but do little to help other students learn the content; writing is organized well enough and with enough technical accuracy to be understandable

D (60 – 69%) = Passing, but less than satisfactory; directions only partially followed; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding; presentations demonstrate poor preparation and do not contribute to other students' learning; and/or writing is difficult to understand

F (0 – 59%) = Failing; not completed or directions not followed; deficiencies indicate lack of understanding; presentations waste class time; and/or incoherent writing

Attendance and Participation: Much of the learning takes place during in-class discussion, and much of this learning is not anticipated or easily assessed. To reflect the importance of the learning that takes place in class, students will be graded on their participation in each session roughly following the scale below, but, in the end, subjectively based on the instructor's professional judgment:

A (90-100%) = Contributes to discussions, contributions reflect good understanding of reading assignments, contributions are insightful and advance the discussion, does not dominate discussion, contributions do not rely solely on personal opinion, shows respect to classmates, uses discussion to make progress toward course learning goals, contributes to other students' progress toward learning goals, actively listens

B (80-89%) = Between A and C

C (70-79%) = Contributes to discussions, contributions reflect basic understanding of reading assignments or are based mostly on personal opinion, shows respect to classmates, actively listens, does not dominate discussion, uses discussion to make progress toward learning goals

D (60-69%) = Between C and F

F (below 60%) = Assumes a passive role in class discussions, contributes almost nothing to discussions, contributions reflect no understanding of reading assignments, dominates discussion

0 % = Absent, disrespectful, contributions detract from other students' learning, occupied with text messaging, asleep, contributes nothing to discussions

No attempt will be made to distinguish between “excused” and “unexcused” absences—in both cases, in class learning does not take place. To accommodate unavoidable absences, the two lowest participation grades will not count towards your final grade.

Grading Scale:

A	90 – 100%	(900-1000 points)
B	80 – 89.9%	(800-899 points)
C	70 – 79.9%	(700-799 points)
D	60 – 69.9%	(600-699 points)
F	0 – 59.9%	(0-599 points)

Rational

Assigned readings and lectures by the instructor will provide students with information about INGOs theory and practice, explaining why INGOs are important, how INGOs work, and what guides INGOs decision making process.

In-class discussions and group exercises will allow you to apply theoretical knowledge received from assigned readings to dealing with practical issues. These activities will help you to identify main issues, and develop basic skills in theory application to the practice of INGOs.

Midterms and Final Exams will test your knowledge of the material from the assigned readings and test your progress towards reaching learning outcomes.

Paper will allow students to demonstrate knowledge of material from the assigned readings, lectures, and suggested readings and apply concepts to the analysis of practical

issues. The instructor will provide a list of suggested readings for each chapter that students can use for writing their papers. Students are encouraged to do additional library research and include material that they find.

Questions for discussion will be used to facilitate in class discussions and allow students take initiative and offer issues of interest to them to class attention. Each student will be expected to choose a couple of topics and prepare at least 5 questions for discussion in the class for each of the class sessions when the topic is discussed. Students must post the discussion questions on Blackboard at least 24 hours before class. Questions should reflect the thesis or arguments made in the reading, the evidence that are provided, or any other critical points that suggest evaluation and discussion.

Both course *attendance and participation* in class discussions are required and absences will be noted. Therefore, attendance is critical and be monitored every week by the instructor.

In addition, please be prepared to participate in class discussions. This means, of course, reading what is assigned for each class session. You will be tested on your knowledge of readings.

Each student will prepare a *report on one of the INGOs* of their choosing. For example, you may want to go to the web site of Amnesty International or Green Peace, do library research on this organization, and then report what learn about the organization to the class. You can use video materials of your choice, e.g. from www.youtube.com or handouts.

Blackboard:

Blackboard may be accessed at <http://utconline.utc.edu>. Some of the useful links there are:

Announcements The announcements page is the point of entry for the site. Here, the instructor will post announcements as needed throughout the course. UTC may also occasionally post announcements here as well. Students need to check announcements regularly.

Syllabus This page includes this syllabus—the official guide to the course!

Grades—where students can check their grades.

Help links students to information about how to use Blackboard.

Course Policies

Make-ups will only be given for those students who become ill or have a death in the immediate family. You will need to bring a medical excuse or a document to support your claim. If you do not have one, you will receive 0 points. I want to be accommodating, but need to be fair to all students, especially to those to make an effort to come to class.

`No incomplete ("I") will be assigned. Students who cannot complete the course must withdraw.

If a student misses a class, it is his/her responsibility to contact his/ her classmates and learn what happened in class and what is the assignment for the next time. I reserved the right to make changes to the assigned reading based on the progress that we are making and issues of special interests to students expressed in class.

Please remember to turn off cell phones.

REQUIRED TEXTBOOK/RESOURCES: Book (required):

Non-Governmental Organizations and Development. 2009.

D. Lewis & N. Kanji, Routledge

The list of the other readings will be provided on the Blackboard. Students can use these readings for writing their papers and to get more information on the subjects of interest to them.

COMMUNICATION: To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the Call Center at 423/425-4000.

ACCOMMODATION STATEMENT

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall.

COUNSELING CENTER STATEMENT

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

HONOR CODE PLEDGE (from the UTC Student Handbook)

I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and the I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.