

**PA5151/PA 8151**  
**Organizational and Institutional Perspectives on Global Development**  
Fall 2017

**Time:** Tuesdays and Thursdays 1:00 PM - 2:15 PM

**Location:** Humphrey 184

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**Course Description**

International aid<sup>1</sup> work increasingly takes place within organizational contexts. Most students will work in some kind of organization after graduation and many, if not most, of you will be managers and/or leaders during your careers. International aid organizations are sites of power, innovation, and social change, but can also be places that discourage innovation and reinforce inequalities. Effective organizational management and leadership are critical to achieving broadly beneficial social, economic, and public value. How can we make international aid organizations more responsive to the needs of both the staff that work for them and the beneficiaries they are attempting to serve, while maintaining the support of their funders and working within the existing regulatory apparatus? This course will examine the successes and challenges faced in these tremendously complex environments, focusing on empowering you with the courage to act under conditions of uncertainty in order to strengthen the work of your organization.

Taking an interdisciplinary and comparative perspective, this course examines the efforts of multiple organizations within the international aid “industry”, with particular focus on private actors – including NGOs, corporations, and foundations – and less emphasis on governmental action.<sup>2</sup> We cover some of the

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<sup>1</sup> International aid transcends national boundaries and encompasses various policy fields related to multiple facets of global development, including poverty alleviation and economic development, environmental protection, education, healthcare, and a wide variety of “rights-based” approaches that include both more specific legal and political rights as well as more broadly defined economic, social, and cultural rights that overlap with development concerns. In addition, as they intersect with global development concerns, we will also study organizations efforts in emergency response, humanitarian assistance, and disaster relief.

<sup>2</sup> This is not because governmental or state action in this realm is unimportant (far from it), but rather because other courses at HHH cover these topics in more depth. We will analyze how interorganizational relationships include state actors and how government influences private actors in this space. I encourage students to focus on the conceptual lens of organizations, institutions, and management that we use in this course and that you may utilize to analyze state institutions, as well as the multitude of diverse organizations we don’t study in significant depth, such as religious organizations, smaller non-western NGOs, and for-profit aid contractors.

major theoretical approaches to organizational analysis, including concepts from sociology, political science, psychology, public administration, and management. Learning to use multiple perspectives is critical. By gaining insight across different theoretical perspectives, students will develop an understanding of how theories provide distinctive windows into understanding behavior in complex social settings. Throughout, you will come to see that organizations provide opportunities and constraints as well as power and privilege within particular contexts.

This seminar is divided into four parts. In weeks 1-3 we will gain an overview of the complementary fields we are drawing upon for this field of study. Beginning with a grounding in the broad field of global development, humanitarian relief, and international aid, gaining familiarity with the critiques of this sector, and then familiarizing ourselves with the conceptual tools from management, sociology, and political science that assist in an analysis of this sector from an explicitly institutional and organizational perspective. Weeks 4-7 provide context for the external environment in which development organizations operate. Weeks 9-11 delve inside organizations. Weeks 13-14 conclude by looking at some current management topics within international aid, especially around measurement and funding.

### **Learning Objectives**

Managing international aid organizations in the 21<sup>st</sup> century demands “big picture” management skills that allow individuals to think critically and accurately analyze their external environments, relevant stakeholders, and resource relationships, so that they can effectively maneuver their organizations through the unique political, economic, ideological, and socio-cultural landscapes in which they operate. In addition, it requires an in-depth facility with the many nuances that make up organizations themselves, including program design, the evaluation of effectiveness, organizational identity and culture, and (last but certainly not least) the complexity of human behavior through the motivations, discretion, and experiences of its most significant resource, the staff. The course aims to provide both “the forest” and “the trees”, and give students practice moving back and forth between the different levels of analysis, so that even as you are approaching a problem at one level, you have an awareness of the complexity of the situation at an alternative level. By the completion of this course, I expect that students will be able to:

- Think critically about international aid organizations, especially regarding ways in which they reflect and create power and privilege, the manner in which individuals’ needs and desires interact with, support, or challenge the needs of the organization, and how all of this is influenced by forces outside the boundary of the organization;
- Given this complex understanding, be able to develop actionable recommendations to improve the effectiveness of international aid organizations in the context of multiple (and often contested) understandings of community/global development and conflicting stakeholder demands; and
- Demonstrate organizational skills including leading and participating within a team, memo writing, opinion writing, and oral presentations.

## Student Well-Being

This course provides builds knowledge on good management through readings, simulations, cases, assignments, and through offering practice and modeling of the behaviors you will need to be a good manager. I believe that a large part of that is understanding that all employees are people, with lives outside of work. The same holds for everyone in this class, obviously: you are not only students, but daughter and sons and wives and husbands and boyfriends and girlfriends and sisters and brothers and aunts and uncles. In addition, sometimes we need help beyond what family, friends, or spiritual leaders can offer.

If you or someone you know has difficulties related to anxiety, depression, drug/alcohol dependency, family, eating disorders, finances, or other struggles, I encourage you to use the University of Minnesota's free, professional counselors who maintain confidentiality. No appointment is needed to speak with a counselor for an urgent need, Monday-Friday, 8:00-4:30.<sup>3</sup> You may also schedule long-term counseling sessions.

If it is after hours or if things feel urgent, 24/7, your options include:

- The Crisis Connection at (612) 301-4673 (to speak to a woman) or 612-379-6367 (to speak to a man). This is a nonprofit which provides free and confidential 24-hour telephone crisis counseling to the Twin Cities/ Metropolitan area. (There is a brief pre-recorded message, but you will then be connected with someone you can talk with.) If you would prefer, you can text "UMN" to 61222 and a counselor will talk, offer suggestions or provide you with resources that may help — all through texting.
- The National Suicide Prevention Lifeline: 1-800-SUICIDE (784-2433). After you call, you will hear a message saying you have reached the National Suicide Prevention Lifeline. You will hear hold music while your call is being routed. You will be helped by a skilled, trained crisis worker who will listen to your problems and will tell you about mental health services in your area.
- The Sexual Assault Hotline is 800-879-1999 or you can chat online at: <https://ohl.rainn.org/online/>. In addition, the Aurora Center (612-626 9111) provides free and confidential support for victim/survivors and concerned persons affected by sexual violence, domestic violence, or stalking. An advocate is also available through the help line 24 hours a day to join anyone in the emergency room that has experienced sexual assault.

Please consider putting these numbers in your phone, either for yourself or to share with friends in need.

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<sup>3</sup> Please visit <http://www.mentalhealth.umn.edu/crisis/index.html> for more information on locations and numbers, should you wish to call ahead and schedule an appointment. Note that Boynton Health Services will submit a claim to your insurance, while student counseling services (Suite 117 in Appleby Hall (128 Pleasant Street SE.) on the U of M East Bank) are free of charge.

## Course Format

This is a graduate level seminar course. We will meet course objectives through readings, participation in class discussions, mini-lectures, simulations, case analyses, group projects, presentations, and the sharing of students' own experiences. You are encouraged to monitor Moodle and your email for all course updates.

The teaching method is based on seminar format and the active learning model. This approach requires that students prepare by reading the substantive course readings and cases and come ready to engage in lively conversation about the materials and their own experiences. I will assume you've done the readings, taken time to reflect on the issues they raise, and arrived in class with some thoughtful opinions. For this format to work, you will need to read with a critical eye and think about how the readings fit together and relate to your experiences. As you read, think broadly about issues you want to raise for discussion. The course is a significant amount of work, but students find that they also gain a tremendous amount from their participation. I expect you to work hard, but I also give you structured time to receive feedback through the semester. We do not meet on the Tuesday of Thanksgiving week to give you an opportunity for a more restful break with your family or friends.

### *Class Structure*

Class will be organized with one topic a week. We will generally spend one session discussing the readings, seminar-style, and the other with a guest speaker, doing a simulation, or some other engaged exercise. Generally, at the beginning of class on Tuesdays, I will review major points and add comments designed to elaborate on key concepts, fill in historical background, raise alternative perspectives, or draw connections to contemporary events. We will then have a discussion of the readings, facilitated by student discussion leaders. On Thursdays, we will generally discuss an organizational case, listen to a speaker, or participate in an in-class exercise or activity. However, given the small and intimate nature of a seminar class, I reserve the right to adapt what we cover based upon the group's interests. This will be an evolving course shaped by all of you.

### *Food in Class*

We meet at 1pm. If you feel comfortable, I encourage you to bring your lunch or snacks, for yourself and/or to share. The goal is to create a comfortable environment to dig down into some meaty issues.

### *Technology in Class*

Unless you have an emergency situation, please turn off cell phones during class. Laptops and similar devices are allowed, but please note that a growing body of [research suggests](#) that computer-assisted note-taking (and especially open browsers) can increase distractions, encourage rote transcription, and inhibit learning. (<http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>)

### *Accommodations*

I am eager to hear from anyone who may require accommodations in this class for reasons related to ability or life situation. Please let me know if I can help by modifying seating arrangements, deadlines, or other features of the class.

<b>Week Dates</b>	<b>Day1 Lecturette &amp; Discussion</b>	<b>Day 2 Case/Speaker/Exercise</b>	<b>Assignments Due</b>
<b>Introduction to Management Challenges in Development Work</b>			
<b>1</b> 9/5 & 9/7	Introductions and Overview of the Course	Development: Overview and Mapping the Players	
<b>2</b> 9/12 & 9/14	History of Development in 3rd Sector	Development in Dhankura	Ib: Book Review Title 9/14
<b>3</b> 9/19 & 9/21	Rise of Market	Unilever in India	
<b>Institutional Analyses of Development Work</b>			
<b>4</b> 9/26 & 9/28	Accountability and Power	Casa Amiga Case	Ia: Analytical Essay on Aid Management 9/26 Ib: Book Review 9/26
<b>5</b> 10/3 & 10/5	Culture and Change	CARE-Bangladesh/Shakti	Ia: Environmental Mapping one-page memo 10/5
<b>6</b> 10/10 & 10/12	Inter-Org Relationships	Partnership in Troubled Waters Case	Iib: Case Analysis Memo on Casa Amiga 10/12
<b>7</b> 10/17 & 10/19	Non-Org Forms: Social Movements and Social Media	Aruna Roy Case	5151: Op-Ed First Draft 10/19 8151: One page research proposal with bibliography 10/19
<b>8</b> 10/24 & 10/26	5151 Op-Ed Peer Feedback Sessions  8151 Meet with Dr. O for brief research updates	Iia: Environmental Mapping Presentations	All: Peer Op-Ed 1 <sup>st</sup> draft Feedback 10/24 Iia: Environmental Mapping Presentations 10/26
<b>Going Inside Development Organizations</b>			
<b>9</b> 10/31 & 11/2	The Structure of Work & HR	Visiting Speakers	All: Writing Center by 11/2 IIIa: Identify organization 11/2 IIIb: Book Review title 11/2
<b>10</b> 11/7 & 11/9	Groups and Teams	Carver State Simulation	IIIa: Organizational Management Memo first draft 11/9
<b>11</b> 11/14 & 11/16	Workers as People	IIIa: Meet with TA for feedback; IIIb: No class	5151: Op-Ed 3 <sup>rd</sup> Draft 11/16 & share with friendly reviewers
<b>12</b> 11/21 & 11/23	Thanksgiving (No Class.) IIIa. Organizational Management Memo - Final (11/21) IIIb. Book Review (11/21)		
<b>Current Management Topics</b>			
<b>13</b> 11/28 & 30	Op-Ed Instructor & Peer Feedback Sessions; No class		5151: Peer Op-Ed Feedback 11/28
<b>14</b> 12/5 & 12/7	Current Topic: TBD	5151 Op-Ed Briefs & 8151 Research Briefs	
<b>15</b> 12/12	Class Potluck		5151 Final Op-Ed 12/12 8151 Final Research Paper

## 5151 Course Requirements

### Grade Distribution

Reading Notes	15%
Class Participation	5%
Op-Ed	20%
Module I: Analytical Essay on Aid Management or Book Review	20%
Module II: Case Analysis or Environmental Mapping	20%
Module III: Management Memo or Book Review	20%

### Preparation and Participation

#### ***Reading Notes (15%)***

Each week you will be assigned approximately 6-8 readings, often with an additional applied case study. To help you better synthesize the reading material for the course, facilitate weekly discussions, and provide an easy reference for what you learned in the course, every week you will use the template provided on Moodle to guide your response to the week's readings. There is a word limit of 100 words per question. This assignment is due by Monday at 8pm each week.

You are responsible for doing these **weekly** from Weeks 2-11, excepting week 8 when there are no readings. Out of the nine weeks, you are responsible for seven reading notes. You can a) do all 9 and drop your lowest 2 grades; b) do 8 and drop your lowest grade; or c) skip 2 weeks. The choice is yours. If you do less than 7 reading notes, you will receive a 0 for each additional week you miss.

This is NOT meant to be busy work, but rather to help you better understand what you are reading and highlight where there are questions or misunderstandings of the material. Best answers will display a) critical reading, b) multiple sources, c) opinion, and utilize more than one article in your responses. Please use citations in reading notes (Oelberger 2017). Steer away from beginning with "I believe" or "I think" or "In my opinion". Instead, ground your responses in what you've read. You can end with an opinion, but back it up with data/facts/experience.

It will be graded according to a check/check plus/check minus system in which you will receive a check (roughly = 92) for comprehensively completing the assignment, a check-plus (roughly = 100) when you go above and beyond, and a check-minus (equal to a 75) when you just do the bare minimum.

#### ***Class Participation (5%)***

Class attendance and active participation are expected, as an essential part of the learning process. I will facilitate discussion and help integrate the prevailing views of class members with core theoretical ideas. In this way, the direction and quality of the discussion is the *collective responsibility* of the group. This includes preparing for class sessions by reflecting on the readings and actively participating in the discussion. All readings for each week are to be prepared in advance of the week's first class session, on Tuesday. In order to participate in class discussion, it should go without saying that you need to be physically present. You are adults who are responsible for managing your own learning and, as a result, I do not have an absence policy. However, it is unlikely that you will be able to participate well in class if you are not there. Participation is not gauged by the volume or frequency of your voice, but by your attention to the conversation.

Students will receive strong marks for participation if they are consistently engaged and make a good faith effort to advance our collective understanding. Be creative. Question what you read. Make trouble. Give us reasons to be persuaded; direct us to evidence; challenge our consensus; question the statements

that we have made to one another. At the same time, please bear in mind that the classroom is a public academic forum. Please be respectful and follow standards of ethics and etiquette appropriate to such a setting.

Our group includes students with diverse political viewpoints and students from many different academic, social, and professional backgrounds. For our class meetings to be productive, people will need to feel comfortable expressing minority views, engaging in respectful debate, asking basic questions, and sometimes saying, “I don’t get it.” Please make sure that, in class and beyond, you do what you can to make this possible.

Some people are less comfortable than others speaking in public. But, you are pursuing a degree in public affairs. If you want to succeed in this arena – as a program evaluator, a policy analyst, a manager, a nonprofit director, an advocate, an activist, whatever – you should do everything you can now to get comfortable speaking your mind (in a clear and accessible way) in a room of fifteen people.

Guest speakers invest a lot of time and energy preparing for class. I have invited several notable individuals to speak during our classes. To show interest and respect for our guest speakers by engaging with their experiences and our class topics, I ask that you bring in one question for each guest speaker.

### Assignment Portfolio

Students come into this class with many different objectives. In order to better align the course with these varied objectives, I provide students with the opportunity to construct your own individual “portfolio” of assignments, depending on what kinds of skills and knowledge you want to emphasize.

You must complete **a total of four assignments** in this course, **one of which must be an Op-Ed**. For each of the other three assignments, you have two options.

<i>Course Module</i>	<i>Option A</i>	<i>Option B</i>
<b>1. Introduction to Management Challenges in Development Work</b>	Ia. Analytical essay on Aid Management	Ib. Analytical book review*
<b>2. Institutional Analyses of Development Work</b>	IIa. Environmental Mapping Presentation**	IIb. Case Analysis Memo on Casa Amiga
<b>3. Going Inside Development Organizations</b>	IIIa. Organizational management memo**	IIIb. Analytical book review*
<b>Overall</b>	Op-Ed	

\* Students are strongly encouraged to write one analytical book review during the semester but only one is allowed.

\*\*May be done in a team of 2

### **Descriptions of Options**

#### Ia. Analytical essay on Aid Management (Individual Assignment)

This essay should be integrative across the topics discussed during this first section of the course. The essay may include thoughts about questions such as, how this role has changed over time and what important challenges face the sector now and in the future? What is and is not distinctive or unique about

the sector? How do we understand the question of “role in society” if we compare the aid industry across different country contexts? The essay should be a maximum of 1000 words in length.

### Ib./IIIb. Analytical Book Review (Individual Assignment)

If you choose to do a book review, please choose the book by Week 2 (for module I) or Week 9 (for module III) and let me know your selection. There are suggested titles on the Moodle. You may also choose a book not on the list but must gain prior approval from me. The book review analyzes the purpose of the book, its central messages, and what you found to be its strengths and weaknesses, given what you have learned in the course (and the audience to which it is targeted). The book review has to be up to a maximum of 1000 words, and you must use course concepts to back up your analysis.

### IIa. Environmental Mapping (Group Assignment)

Drawing upon our readings and course discussion from the first seven weeks of class, you will perform an environmental mapping of a geographic region or a social problem. Your team will make a 10 minute oral presentation, as if you were management consultants hired to advise an organization working in this domain how to move forward. The audience for your presentation is the Director of the organization and/or the Board. There are many forces in the general, policy, and task environment that shape the work of international aid organizations. Consider the most important external environmental factors that managers and leaders in your organization must keep their eyes upon, identifying key opportunities that are currently unsatisfied as well as challenges that you think are jeopardizing your organization’s future.

Select an area of focus and prepare a one-page memo for instructor. The Environmental Mapping oral presentation will occur in class.

#### *Option A: Country/Region*

Analyze the international aid field within the country. What are the large, visible social/environmental/policy problems within your region/country? Why are those getting attention? Who are the main players? How do they interact/what are the key relationships? What are the major legal/regulatory and funding/resource institutions that substantially influence your organization and how? At the local level, what other organizations, groups, or individuals are especially important to your organization’s formal and/or informal networks? How are they important? How does your organization try to influence this range of actors? What are the management/organizational/environmental challenges within the field? Are there any important – but less well resourced – problems that serve as opportunities for a potential funder interested in this field?

#### *Option B: Social/Environmental Issue*

Analyze how international aid approaches this problem from a transnational perspective. Where are the resources from and heading? What are the main approaches and what assumptions do these rely upon? Who are the key players? What are the key relationships? What are the major legal/regulatory and funding/resource institutions that substantially influence your organization and how? At the local level, what other organizations, groups, or individuals are especially important to your organization’s formal and/or informal networks? How are they important? How does your organization try to influence this range of actors?

### IIb. Casa Amiga Case Analysis (Individual Assignment)

The goal of case memos is to develop your skills at argument and analysis. Imagine Casa Amiga hired you as a professional analyst to help them analyze a challenge or opportunity you identify and, based on this analysis, recommendations for how the organization should respond. There are two components of the memo assignment:

1-page management memorandum summarizing your analysis of the situation at your organization and recommendations about how the organization could be more effective in the future. The case memo is designed to practice your skills at writing a concise, clear and effective memorandum.

- Audience: Identify the most appropriate individual or team at your organization for the problem you have identified.

1-2 page logic memo that places your management memorandum in the context of the class. Explain your logic in deciding what the key management issues are and why you made the specific management recommendations that you did. This should connect across multiple conceptual frames. Here is where you *explicitly connect your memo to course concepts, with citations to relevant readings, class discussions, or lectures*. The logic memo is designed to give you space to discuss how you came about your analysis and recommendations based on course concepts or course discussions.

- Audience: Prof. Oelberger and TA. You are not a consultant in this part of the memo; write it in your own voice.

### IIIa. Organizational Management Memo (Group Assignment)

The purpose of these assignments is to enhance your understanding of the course concepts by engaging in activities regarding a real international aid organization in a team setting. With another student, in the 9th week you will choose a nonprofit, for-profit, or public organization to examine. You will do two drafts of this assignment. Both will be graded and your final grade will be an average of the two grades.

#### ***Organization Selection***

With your group mates, identify two organizations you would be interested in studying. For each organization, ensuring they have the proper size/scope, a tangible issue they are facing, and adequate resources for you to learn about the organization. To assist in this process, identify key opportunities that the organization could capitalize upon, but isn't currently, or challenges that you think are jeopardizing the organization's future. The instructor will review your two options and provide feedback as to which would be most effective in fulfilling the assignments. Include the following information on each organization:

1. Name
2. Website
3. Issue for analysis
4. Resources about the organization
5. Overview of organization

The following is a list of criteria that we encourage you to include as you select your organization:

- Size/Scope: It should be of an adequate size/scope. Picking something very large or too small can be difficult to get enough textured information on in order to analyze
- Issue: The organization should be wrestling with something that will provide "meat" for you to analyze and offer recommendations about. To this end, ensure that the organizations you are proposing have a challenge they are wrestling with and an opportunity they have been presented with, enabling the identification of points of vulnerability and strength from which you can analyze and offer recommendations.

#### ***Organizational Management Memo***

Drawing upon our readings and course discussion from the second half of the course, focusing internally on organizational operations, structure, culture, beneficiaries, performance, and workers, you will perform an organizational analysis, as if you were management consultants hired to advise the organization how to move forward. The audience for this assignment is the Director of the organization and/or the Board. This assignment consists of two sections.

*Management Memo.* The management memo is intended to develop your skills at argument and analysis. Effective management memos should evince not only rich understanding but make connections among different ideas and show the ability to make critical appraisals of core ideas. Memos should be well-organized and have a logical structure. These analyses are designed to help you master the communication of complex information within space constraints. It is much more difficult to write effective, crisp, and rich short papers than it is to write longer papers, but it is a valuable skill to develop. Therefore, the memo should consist of 1 single-spaced page.

*Logic Memo.* The logic memo is intended to summarize the logic you used in devising your analysis and recommendations, tying them directly to course concepts. It should be approximately 2 single-spaced pages.

### **Opinion Editorial (Op-Ed) Project (20%)**

Choose a timely topic/issue confronting the global development industry (either locally, nationally, or internationally). The Op Ed article should summarize the core issue and what the debate or controversy is, what is known about the issue from research, and then offers a reasoned argument (also backed up by research) that advocates a particular point of view about the issue or controversy. Your final grade will be an average of the grades from draft 3 and your final version.

Throughout the course you will learn about many important *management* topics and trends within international aid. The purpose of this assignment is to further develop your opinions about international aid organizations, based on an analysis of current events *using lenses developed within the course*. This assignment is additionally designed to offer you experience with a repeated editing process, conveying your thoughts in a concise format, and providing networking and exposure within the field. Select a topic that you find interesting and write an op-ed piece to an industry/trade journal, news outlet, blog, etc. More detailed information on the components of the assignment, examples of published work from past students, and online resources is available on Moodle. Max word length = 1,250 words.

Formatting for each draft:

- Article title
- Synopsis of article argument into 140 character “tweet”
- Double space the document to make space for reviewer feedback.
- Insert page numbers
- Note the aimed submission outlet, guidelines for article length, and the current number of words.

### ***Revision Process***

You will prepare (at least) three drafts of the Op-Ed before your final submission. For drafts 1&2, submit your paper to Moodle and bring a hard copy to class. For draft 3, submit your paper to Moodle and bring two (2) hard copies to class.

- I will match students for a peer review process that will take place during in-class feedback sessions on Weeks 8 and 13. As a peer editor, you will use the rubric provided by the instructor to review your colleague’s op-ed and provide feedback, both in-line, as well as through the rubric form. Resources are available on Moodle to guide you in the editing and feedback giving/receiving process. Bring a hard copy of the feedback to class on feedback/review days.
- First draft: Peer feedback

- Second draft: Must secure an appointment with writing center by week 10. Take a screen shot of your appointment confirmation and upload .pdf proof of appointment to Moodle, along with draft.
- Third draft: This will be most widely circulated, including the first draft you will submit to me, by 11/16. You will receive feedback from myself and your peer editor, and should attempt to get feedback from 2-3 “lay” readers. Ask friends, family, or colleagues to read the piece and spend 5” discussing it with you. Rather than defending yourself, take note of the areas that they disagreed with or didn’t understand. Attempt to remedy the flaws they identify or parts that were confusing. Remember, your goal is to make this approachable and convincing to a lay audience. On 11/28 or 11/30 you will schedule an individual meeting with Dr. O to receive her feedback. You should also meet with your peer review partner on 11/28 or 11/30 to discuss each other’s feedback, as well as sharing external reviews and brainstorming ways to integrate them into revised versions of your Op-Ed. (You may meet in the classroom or find an alternative location for this meeting.)
- Before submitting your final draft to the instructor, go through the proper steps to submit your op-ed to the publication outlet you have chosen. (If your piece gets accepted, please let me know!)

### ***Oral Briefing***

Individually, you will deliver a 2-minute oral briefing that summarizes the main analysis from your op-ed piece.

## 8151 Course Requirements

### Grade Distribution

Reading Memos	30%
Class Participation	10%
Research Paper	60%

#### ***Reading Memos (30%)***

You will prepare brief memos (1.5-2 pages single-spaced) during five weeks of the seminar (weeks 2-11, except week 8 when there are no readings). You may choose the weeks during which you will prepare brief memos.

Formats may vary, but it is useful to include:

- ideas, concepts, arguments that you found stimulating, worth remembering and building upon,
- questions, concerns, disagreements with ideas encountered,
- connections, difficulties, contradictions, paradoxes, etc., between one idea or approach and another.

Memos are due by 9am Tuesday on the week of the readings you are writing on. **Thirty percent (30%) of course grade will be based on the weekly short memos.** It will be graded according to a check/check plus/check minus system in which you will receive a check (roughly = 92) for comprehensively completing the assignment, a check-plus (roughly = 100) when you go above and beyond, and a check-minus (equal to a 75) when you just do the bare minimum.

#### ***Class Participation (10%)***

Class attendance and active participation are expected, as an essential part of the learning process. I will facilitate discussion and help integrate the prevailing views of class members with core theoretical ideas. In this way, the direction and quality of the discussion is the *collective responsibility* of the group. This includes preparing for class sessions by reflecting on the readings and actively participating in the discussion. All readings for each week are to be prepared in advance of the week's first class session, on Tuesday. In order to participate in class discussion, it should go without saying that you need to be physically present. You are adults who are responsible for managing your own learning and, as a result, I do not have an absence policy. However, it is unlikely that you will be able to participate well in class if you are not there. Participation is not gauged by the volume or frequency of your voice, but by your attention to the conversation. Students will receive strong marks for participation if they are consistently engaged and make a good faith effort to advance our collective understanding. Be creative. Question what you read. Make trouble. Give us reasons to be persuaded; direct us to evidence; challenge our consensus; question the statements that we have made to one another. At the same time, please bear in mind that the classroom is a public academic forum. Please be respectful and follow standards of ethics and etiquette appropriate to such a setting.

#### ***Research Paper (60%)***

You will select an area of your research interests and analyze it through the lenses we are studying in the course. By week seven prepare a one page overview of your topic, including a bibliography of 7-10 pieces you would like to use to frame your argument. We will meet in week 8 to discuss. At the end of the course you should submit a 25 page (double-spaced) paper. This can be part of the literature review for your dissertation proposal, it can be a stand-alone empirical paper, or it can be a theoretical piece.

## Overview of Semester Topics, Class Plans, and Assignments

### Part I: Introduction to Management Challenges in Development Work

#### Week 1: Global Development: Overview and Mapping the Players (9/5 & 9/7)

This is a course in Managing Global Development. First, what is “global”? How is this similar or different from international development, transnational development, or community development? Second, what is “development”, as a state of being (i.e. developed versus undeveloped) and as a process (ie. developing)? How does development work overlap and intersect with “aid”, “relief”, or “assistance” that is “humanitarian”, “emergency”, or “disaster” related? This week we will also discuss to what extent this is a sector, an industry, or a more amorphous "space"? Across all these discussions, we'll reflect upon to what extent these distinctions are semantic versus substantive. We will begin the course by interrogating and reflecting upon these terms that classify and place boundaries around the arena we are studying, and insodoing inform the way in which we analyze and identify solutions to challenges and opportunities within the sphere. How are problems framed within the development arena/industry/space/sector? Furthermore, this is a course that uses organizational perspectives to analyze global development work. This week we will review some useful tools of institutional and organizational analysis that will be deployed over the remainder of the semester, highlighting the roles of power, culture, and structure.

#### Readings

1. Trebilcock, M. J., & Prado, M. M. (2014). *Advanced introduction to law and development*. Edward Elgar Publishing. (read pp. 3-16, skim pp. 17-43).
2. “Poor Us: An Animated History of Poverty”, available online at: <http://www.pbs.org/video/2296684944/>.
  - This largely features Jeffrey Sachs’ voice and perspective. He is pro-development aid, and has engaged in a long-standing debate with Bill Easterly, who believes aid has done more harm than good. A synopsis of this debate can be viewed [here](#).
3. Dichter, T. W. (2003). Chapter 7 (The Professionalization of Development, pp. 226-238) in *Despite good intentions: Why development assistance to the Third World has failed*. Univ of Massachusetts Press.
4. Moss, T. J. (2007). Pp. 117-131 in Chapter 8, “International Aid System,” in *African Development: Making Sense of The Issues And Actors*. Boulder, CO: Lynne Rienner Publishers.

OR

Degnbol-Martinussen, J., & Engberg-Pedersen, P. (2003). Chapter 9: “Actors in Aid Interaction” in *Aid: Understanding international development cooperation*. Zed Books.

#### Background on “helping”

5. Martin, C. (2016) “The Reductive Seduction of Other People’s Problems” *The Development Set*. Available online at: <https://medium.com/the-development-set/the-reductive-seduction-of-other-people-s-problems-3c07b307732d#.6ffai9tjn>,
  - a. This blog post has similar arguments to Illich (1968), “To Hell With Good Intentions” ([http://www.swaraj.org/illich\\_hell.htm](http://www.swaraj.org/illich_hell.htm)) so also look at the latter if you are not familiar with it.
6. Addams (1899) “The Subtle Problems of Charity.” *The Atlantic*.

- Note: Jane Addams is one of America's foremost progressive reformers and social entrepreneurs, Jane Addams kept busy not simply founding Hull House and changing the way we provided support for the urban poor, but writing about the philosophical challenges of philanthropy and democracy. This article is important for its recognition that charity inevitably splits the world into the helpers and those to be helped and can, as such, become an instrument for reinforcing rather than redressing inequality.

#### (8151) Conceptual Perspectives on Organizations and Work

1. Scott & Davis, 2007. *Organizations and Organizing: Rational, natural, and open systems*. Chapters 1-5, pp. 1-123.
2. Weber, Max. "The types of legitimate domination," and "Bureaucracy," in *Economy and Society*, vol 1, University California Press, pp. 212-26, pp. 956-963.
3. Michels, R. (1915). "The Oligarchical Tendencies of Organization," in *Political parties: A sociological study of the oligarchical tendencies of modern democracy*. Hearst's International Library Company. Pp. 333-363.
4. Bakken, T. (2003). *Autopoietic organization theory: Drawing on Niklas Luhmann's social systems perspective*. Copenhagen Business School Press

#### Overview Resources:

1. Esther Duflo and Abhijit Banerjee, "The Economic Lives of the Poor." *Journal of Economic Perspectives*, 27(1): Winter 2007. [you can skim this for the main ideas]
2. Radelet, Steven (2006) *A Primer on Aid*. Working Paper, Center for Global Development.
3. Degnbol-Martinussen, J., & Engberg-Pedersen, P. (2003). *Aid: Understanding international development cooperation*. Zed Books. (Chapter 2: Motives and Interests, Chapter 3: Development Goals, Chapter 4: Aid Strategies)
4. Rist, G. (2002). *The History of Development: From Western Origins To Global Faith*. Zed books. Chapter 4 (The Invention of Development) and Chapter 5 (The International Doctrine and Institutions Take Root).
5. Wheeler, N. J. (2000). "Humanitarian intervention and international society." *Saving strangers: humanitarian intervention in international society: humanitarian intervention in international society*. Oxford University Press.
6. Eric Werker and Faisal Z. Ahmed (2008) "What Do Nongovernmental Organizations Do?" *Journal of Economic Perspectives*. 22(2): 73-92.
7. Vakil A (1997). Confronting the Classification Problem: Toward a Taxonomy of NGOs. *World Development*, 25(12): 2057-2070
8. Mitlin, D., Hickey, S., & Bebbington, A. (2007). Reclaiming development? NGOs and the challenge of alternatives. *World Development*, 35(10), 1699-1720.
9. Woolcock, M. (2007). "Higher Education, Policy Schools, and Development Studies: What Should Masters Degree Students Be Taught?". *Journal of International Development*, 19(1), 55
10. Scan the State of the Humanitarian System 2015 Report, and look at the shorter summary at: <http://sohs.alnap.org/#what-is-this-system>
11. William Fisher, 1997, "Doing Good? The Politics and Anti-Politics of NGO Practices. *Annual Review of Anthropology* 26:439-464.
12. Amartya Sen, "Capability and Well-Being," in *The Philosophy of Economics*, Daniel M. Hausman, editor. Cambridge: Cambridge University Press. 2007.
13. Robert Chambers, *Whose Reality Counts?* Chapters 4 "The Transfer of Reality"

14. Fassin, Didier (2010) "Heart of Humaneness: The Moral Economy of Humanitarian Intervention" in Fassin, D., & Pandolfi, M. (Eds.). (2010). *Contemporary States Of Emergency: The Politics Of Military And Humanitarian Interventions*. New York: Zone Books. Pp. 269-286.
15. Alvesson, M., & Willmott, H. (2012). *Making sense of management: A critical introduction*. Sage. Introduction and Chapters 1-2, esp. pp. 1-7, 17-29, 33-43, 58-63.
16. Mir, R., & Mir, A. (2002). The organizational imagination: From paradigm wars to praxis. *Organizational Research Methods*, 5(1), 105-125.
17. Lewis, D. (2007). *The management of non-governmental development organizations*. Routledge. (Ch. 1)

#### **Additional Resource Readings with Critical Perspectives on Aid.**

1. Dichter, T. W. (2003). Chapter 3 (Development Assistance as an Industry, pp. 98-110) in *Despite good intentions: Why development assistance to the Third World has failed*. Univ of Massachusetts Press.
2. Waters, T. (2001). Chapters 1-3, 14 (pp. 5-48, 235-245) in *Bureaucratizing the Good Samaritan: The Limitations of Humanitarian Relief Operations*. Boulder, CO: Westview Press
3. Baaz, M. E. (2005). "The Equal Partner and the Politics of Desire," (Ch. 5, pp. 148-165) *The paternalism of partnership: A postcolonial reading of identity in development aid*. Zed Books
4. Loper (2011) Post-Development and points of criticism.  
<http://www.globalpolitics.cz/clanky/critique-of-the-critique-post-development-and-points-of-criticism>
5. Pritchett, L., & Woolcock, M. (2004). Solutions when the Solution is the Problem: Arraying the Disarray in Development. *World Development*, 32(2), 191-212.
6. Mosse, D. (2004). Is good policy unimplementable? Reflections on the ethnography of aid policy and practice. *Development and change*, 35(4), 639-671.
7. Srinivas, Nidhi. "Against NGOs? A Critical Perspective on Nongovernmental Action." *Nonprofit and Voluntary Sector Quarterly*. Vol. 38, No. 4, 2009, 614-626.
8. Hobbes (2014) Big ideas are destroying international development. *New Republic*.  
<https://newrepublic.com/article/120178/problem-international-development-and-plan-fix-it>
9. Edwards (2008) "Have NGOs made a difference?" In Bebbington, A., Hickey, S., & Mitlin, D. (Eds.). (2008). *Can NGOs make a difference?: the challenge of development alternatives*. London: Zed books.
10. Parker (2016) Aleppo is Screwed. Thanks Everyone.  
<https://www.irinnews.org/opinion/2016/07/29/aleppo-screwed-thanks-everyone>

#### **Week 2: History of Development Work in the 3<sup>rd</sup> Sector: Private Nonprofits, Nongovernmental (NGO), and Religious Organizations (9/12 & 9/14)**

The arena of global development has had long standing participation from third sector actors, from volunteers to missionary organizations, from grassroots advocacy groups to large international NGOs. This week, we will gain an overview of this participation, as well as grounding ourselves in the multiple critiques that this work has been subjected to, using them as context through which we will analyze attempts to create more successful work in the sector.

#### **Reading Questions**

1. What are the similarities and differences across secular and religious NGOs?
2. Identify some private interests that are held by secular NGOs.

#### **Readings and Resources: (Required readings are indicated with a \*)**

Secular Nonprofits/NGOS

1. \* Kamat, Sangeeta. (2013). "Preface," in *NGOization: Complicity, contradictions and prospects*. Choudry, A., & Kapoor, D. (Eds.). London: Zed Books, pp. iix-xii
2. \* Kim D. Reimann (2006) 'A view from the top: international politics, norms and the worldwide growth of NGOs', *International Studies Quarterly* 50 (1): 45-67.
3. \* Watkins, Susan Cotts, Ann Swidler and Thomas Hannan. (2012). "Outsourcing social transformation: Development NGOs as organizations." *Annual Review of Sociology* 38: 285-315.
4. Kim Reimann. (2005). "Up to No Good? Recent Critics and Critiques of NGOs." In Henry F. Carey and Oliver P. Richmond, eds., *Subcontracting Peace: The Challenges of NGO Peacekeeping*. Aldershot, UK: Ashgate, pp. 37-53. On line at: [http://scholarworks.gsu.edu/political\\_science\\_facpub/5/](http://scholarworks.gsu.edu/political_science_facpub/5/)
5. Alexander Cooley and James Ron, (2002) "The NGO Scramble." *International Security* 27(10), pp. 5-39.
6. Dean Chahim and Aseem Prakash. 2014. "NGOization, Foreign Funding and the Nicaraguan Civil Society." *Voluntas* 25 (2): 487-513.

### Religious Nonprofits/NGOS

1. \* Hershey, Megan (2016) "Understanding the Effects of Faith" *Journal of International Development*. 28, p. 161-176
2. Manji, F. and C. O'Coill. 2002. "The Missionary Position: NGOs and Development in Africa." *International Affairs*, 78 (3) pp. 447-692.
3. Flanigan, S. T. (2010). Chapter 1 (NGOs, Religious Identity, and Violence in the Developing World) and Chapter 5 (Faith-Based Organizations and Violence) in *For the love of God: NGOs and religious identity in a violent world*. Sterling, VA: Kumarian Press.

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\* Find and read 3 articles from your theoretical discipline that have, as their empirical focus, international NGOs, either secular or religious (ideally at least one of each).

**In-Class Case Simulation:** Development in Dhankura Simulation. Materials will be disseminated on Tuesday.

### **Week 3: The Rise of the Market (9/19 & 9/21)**

Alongside the diversity of state and non-state actors within the development world, for-profit, market-based solutions (and institutions) are increasingly exerting a strong presence. This week we will explore the rise of social entrepreneurship, conditional cash transfers (CCTs), corporate social responsibility (CSR), and the existence of for-profit government contractors. Through an analysis of Unilever's work in rural India, we will question what impact the motivation of an organization has on the impact and implementation of development projects.

### **Reading Questions**

1. What are the similarities and differences across the three market-based strategies we're reading about this week: 1) social entrepreneurship, 2) corporate social responsibility, and 3) conditional cash transfer.
2. How do for-profit development organizations, that Nagaraj (2015) discusses, compare to the non-profit development organizations we read about last week?

### **Readings:**

1. Social Entrepreneurship: Fowler, A. (2000). NGDOs as a moment in history: Beyond aid to social entrepreneurship or civic innovation? *Third world quarterly*, 21(4), 637-654.

2. Also Skim
  - a. Alter, K. (2007). Social enterprise typology. *Virtue Ventures LLC*, 12, 1-124, focus on pp. 1-30
  - b. Mair, J., Battilana, J., & Cardenas, J. (2012). Organizing for society: A typology of social entrepreunering models. *Journal of Business Ethics*, 111(3), 353-373.
3. Corporate Social Responsibility: Barkemeyer, R. (2009). Beyond compliance—below expectations? CSR in the context of international development. *Business Ethics: A European Review*, 18(3), 273-289.
4. Conditional cash transfers (CCTs): Sandberg, J. (2015). Evidence-based Policymaking? Revisiting the “Known,” the Assumed and the Promoted in New Social Policy Development Policy. *Journal of Poverty Alleviation and International Development*, 6(2), 47-80.
5. For-Profit Contractors: Nagaraj, V. K. (2015). “Beltway Bandits” and “Poverty Barons”: For-Profit International Development Contracting and the Military-Development Assemblage”. *Development and Change*

**Case:** Unilever in India, Hindustan Lever's Project Shakti--Marketing FMCG to the Rural Consumer. Harvard Business School case.

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\* Find and read 3 articles from your theoretical discipline that have, as their empirical focus, market involvement in international aid work. Feel free to use the 5151 readings as a jumping point, examining the references and work that has cited those pieces.

### Resources

1. Besharov (2016) “The line between non-profit and for-profit has become increasingly blurry” *Quartz*. <http://qz.com/637811/the-line-between-non-profit-and-for-profit-has-become-increasingly-blurry/>
2. Ashish Karamchandani, Michael Kubzansky, Paul Frandano, Monitor Group, (2009). Emerging Markets, Emerging Models: Market Based Solutions to the Problem of Global Poverty,
3. Prieto Carrón, M., Lund- Thomsen, P. E. T. E. R., Chan, A., Muro, A. N. A., & Bhushan, C. (2006). Critical perspectives on CSR and development: what we know, what we don't know, and what we need to know. *International Affairs*, 82(5), 977-987.
4. Marshall, R. S. (2011). Conceptualizing the international for-profit social entrepreneur. *Journal of Business Ethics*, 98(2), 183-198.
5. Hopkins, M. (2012). Corporate social responsibility and international development: is business the solution?. *Earthscan*.
6. If you want to read more about cash transfers, the following blog articles provide background:
  - Faye et al (2015) Worth Every Cent. *Foreign Affairs*. <https://www.foreignaffairs.com/articles/2015-10-12/worth-every-cent>
  - <http://freakonomics.com/2013/06/04/should-we-all-just-give-cash-directly-to-the-poor/>
  - <http://www.npr.org/sections/money/2013/10/25/240590433/what-happens-when-you-just-give-money-to-poor-people>

## Part II: Institutional Analyses of Development Work

### Week 4: Accountability, Power, and Participatory Development (9/26 & 9/28)

This week we begin to interrogate where the ideas informing development work come from. To whom are development organizations accountable and who do they represent? We will use the concept stakeholder analysis to introduce the different levels of interest or investment in the organization’s work various actors have, as well as their power over the organization, vis-à-vis the organization’s resource dependence

upon that particular stakeholder. We will map where donors, staff, and clients/beneficiaries fall within this exercise and then discuss how this dovetails with conversation and rhetoric around participatory development.

### Reading Questions

1. Use the conceptual tools from Bryson (2004) and Hardy and Clegg (2006) to discuss the relationship between being a “stakeholder” and having power. What does it mean to consider the recipients of development work as “beneficiaries” or as “primary stakeholders” (Crack 2013)?
2. What potential does “participatory development” have to transform the power v. interest grid? What are its potential pitfalls?

### Readings

#### Conceptual Tools

1. Stakeholder Analysis: Bryson JM (2004) What To Do when stakeholders matter (Skim through pp. 21-31)
2. Hardy, C. and S. Clegg. 2006. “Some Dare Call It Power.” In S. Clegg, C. Hardy and W. Nord (eds.), *The Handbook of Organization Studies*, pp. 754-775. London: Sage.  
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3. Clegg, 1989, Radical Revisions: Power, Discipline and Organizations. *Organization Studies*, 10, 1: 97-115.
4. Pfeffer & Salancik, 2003 (reissued). *External Control of Organizations*, Stanford: Chapters 1, 3, 4 & 10.
5. Emerson, 1962. Power-dependence relationships. *ASR*, 27: 31-41.

#### Accountability Relationships in Global Development

1. Crack, Angela M. 2013. “INGO Accountability Deficits: The Imperatives for Further Reform.” *Globalizations* 10 (2): 293-308.
2. Stein, J. G. (2008). *Humanitarian Organizations: Accountable—Why, to Whom, for What, and How?* In *Humanitarianism in Question: Politics, Power, Ethics*, Barnett, Michael, and Thomas G. Weiss (Editors) Cornell University Press, pp. 124-142.
3. Andrews, Abigail, (2014). Downward Accountability in Unequal Alliances: Explaining NGO Responses to Zapatista Demands. *World Development*, 54: 99-113.
4. “Participatory” and “Community-Driven” Development: Skim through these two:
  - a. David Korten, (1980) *Community Organization and Rural Development: A Learning Process Approach*. *Public Administration Review*, 40 (5). Read for the framework; you can skim the case studies.
  - b. VSO, *Participatory Approaches: A Facilitator’s Guide*. If you haven’t had any exposure to participatory methods or techniques before, take a look at the VSO toolkit posted to the course webpage, especially the last section, which describes some of the techniques.
  - c. Choose one of the following:
    - i. Cornwall, Andrea. (2008) “Unpacking ‘Participation: Models, Meanings, Practices.’” *Community Development Journal*.
    - ii. Cleaver, Frances. (1999). “Paradoxes of Participation: Questioning Participatory Approaches to Development” *Journal of International Development*. 11: 597-612.
    - iii. Ann Swidler & Susan Cotts Watkins,, (2009) ‘Teach a Man to Fish’: The Doctrine of Sustainability and Its Effects on Three Strata of Malawian Society, *World Development* July ; 37(7): 1182-1196.

**Case:** Chávez, Marissa, “Casa Amiga: Addressing Violence against Women on the U.S.-Mexico Border,” Case Study from Electronic Hallway website

## Resources

1. Harris, Matthew (2011). Strategic Planning in an INGDO: The Creation of a Meta-Identity. *Administration and Society*. 43(2) 216-247.
2. Carpenter, R. C. (2007). Setting the advocacy agenda: Theorizing issue emergence and nonemergence in transnational advocacy networks. *International Studies Quarterly*, 51(1), 99-120.
3. Vicent J. Roscigno. 2012. “Power, Sociologically Speaking.” The Society Pages. <http://thesocietypages.org/specials/power/>
4. Brass, Jennifer. Why Do NGOs Go Where they Go? Evidence from Kenya. *World Development*. 40(2): 387-401.
5. Pranab Bardhan (2011) ‘Who represents the poor? The limits of the NGO movement in global development’, *Boston Review*, 19 July 2011 (3 pages).
6. Bob, Clifford. 2002. “Merchants of Morality.” *Foreign Policy* March/April: 36-45. Available online at: <http://foreignpolicy.com/2009/11/13/merchants-of-morality/>.
7. Guo, Chao and Juliet, Musso, Representation in Nonprofit and Voluntary Organizations: A Conceptual Framework. *Nonprofit and Voluntary Sector Quarterly*, 36(3): 308-326. (Read only pp. 308-316).
8. Fox, Jonathan. (2014) Social Accountability: What Does the Evidence Really Say? *World Development* 72: 346-361.
9. Jacobs, Alex. (2010) Listen First: a pilot system for managing downward accountability in NGOs. *Development in Practice*, 20(7): 797-811.
10. Keystone Accountability (2006). “Downward accountability to ‘beneficiaries’: NGO and donor perspectives”, Survey results.
11. Stephen Kosack and Archon Fung, “Does Transparency Improve Governance?” *American Review of Political Science*.
12. Rob Jenkins and Anne Marie Goetz. “Accounts and Accountability: Theoretical Implications of the Right-to-Information Movement in India” in *Third World Quarterly*, Vol. 20, No. 3 (1999): 603-22.

## Week 5: Culture and Organizational Change (10/3 & 10/5)

Cultural perspectives serve as a broad theoretical and methodological lens that focuses on collective meaning systems and shared values at multiple levels of analysis – group, organization, occupation, and industry/field. This week we will study how culture is socially and jointly constructed and forms the basis for shared assumptions about reality (Berger & Luckmann, 1966), often examined with interpretive and ethnographic methods (e.g., Barley 1983, Van Maanen 1979). Cultural materials are increasingly understood as a pragmatic resource that individuals and organizations can consciously deploy (Weber and Dacin 2011), such as a “cultural toolkits” (Swidler 1986), which signals both an understanding of cultural pluralism and a degree of agentic choice and strategy in using culture.

The study of global development involves a great deal of focus on global, societal, and community change, increasingly guided by formal “Theories of Change.” In addition, all development organizations will change over time, either because of a shift in mission or threats from the external environment. Some also argue that these organizations, by their very nature, should be temporally temporary, adapting as the missions they aim to pursue are achieved.

What are the elements of organizational culture and how do they influence capacity to undergo healthy and sustainable change? What are lessons we can learn from organizations that have been able to

successfully engineer new cultures or missions? What is the role of internal change agents within institutions?

### Reading Questions

1. Write a one sentence definition of your interpretation of what culture is. How does culture influence behavior in societies, communities, families, and organizations?
2. Reflect upon the role of culture across the multiple perspectives on change discussed this week: the idea of change as natural “becoming” that organizations stifle (Tsoukas and Chia 2002), the idea of individuals as agentic change agents within organizations (Meyerson and Scully 1995), and the idea of intentional organizational change (Medley and Akan 2008). What strikes you as most compelling across these different perspectives?

### Readings

1. Schein E (2004) *The Concept of Organizational Culture & The Levels of Culture*
2. Pick one of these videos: Kathleen Enright (2014 & 2015) *The First Step: Understanding the Origins of Culture; What’s Love got to do with it; Culture can help align values interview*
3. Meyerson, D. and M. Scully. 1995. “Tempered Radicalism and the Politics of Ambivalence and Change.” *Organization Science*, 6(5): 585-600.
4. Medley, B. C., & Akan, O. H. (2008). Creating positive change in community organizations: A case for rediscovering Lewin. *Nonprofit Management and Leadership*, 18(4), 485-496.

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1. Berger & Luckmann, 1966. *The Social Construction of Reality*, NY: Doubleday, pp. 47- 128.
2. Giorgi, S., Lockwood, C., & Glynn, M. A. (2015). The many faces of culture: making sense of 30 years of research on culture in organization studies. *The academy of management annals*, 9(1), 1-54.
3. Golden-Biddle, Karen and Hayagreeva Rao. 1997. "Breaches in the boardroom: Organizational identity and conflicts of commitment in a nonprofit organization." *Organization Science* 8:593-611.
4. Ravasi & Schultz, 2006. Responding to organizational identity threats: Exploring the role of organizational culture. *Academy of Management Journal* 49:433-458.
5. Feldman, M. & B. Pentland, 2003. Reconceptualizing organizational routines as a source of flexibility and change. *Administrative Science Quarterly*. 48: 94-118.
6. Kellogg, K. C. (2009). Operating room: Relational spaces and microinstitutional change in Surgery. *American Journal of Sociology*, 115(3), 657-711.
7. Hargrave & Van de Ven, 2006. A collective action model of institutional innovation. *AMR*, 31, 4:864-888.
8. Zietsma, C., & Lawrence, T. B. (2010). Institutional work in the transformation of an organizational field: The interplay of boundary work and practice work. *Administrative Science Quarterly*, 55(2), 189-221.

**Case:** CARE – Bangladesh / Shakti

### Resources

1. Tsoukas, H., & Chia, R. (2002). On organizational becoming: Rethinking organizational change. *Organization science*, 13(5), 567-582.
2. Krause, Monika (2016) *The Good Project: Humanitarian Relief NGOs And The Fragmentation Of Reason*. Read the Introduction.

3. Livne-Tarandach, R., & Bartunek, J. M. (2009). A new horizon for organizational change and development scholarship: Connecting planned and emergent change. *Research in organizational change and development*, 17, 1-35.
4. Eisenhardt, K. M., & Martin, J. A. (2000). Dynamic capabilities: what are they?. *Strategic management journal*, 21(10-11), 1105-1121.
5. Fernandez, S., & Rainey, H. G. (2006). Managing successful organizational change in the public sector. *Public Administration Review*, 66(2), 168-176.
6. Salipante, P. F., & Golden- Biddle, K. (1995). Managing traditionality and strategic change in nonprofit organizations. *Nonprofit Management and Leadership*, 6(1), 3-20.
7. Lorde, Audre (1984). "The Master's Tools Will Never Dismantle the Master's House," *Sister Outsider*
8. Sturm, S. 2006. "The Architecture of Inclusion: Advancing Workplace Equity in Higher Education." *Harvard Gender and Law Review*, Summer, 2006.
9. Kotter, J.P. (2007). "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review*, January: 96-103.
10. Duhigg, C. (2012). CH 4: The Ballad of Paul O'Neill. and CH 6: The Power of Crisis: How Leaders Create Habits through Accident and Design. In *The power of habit: Why we do what we do in life and business*. Random House Corrales
11. Van de Ven, A. H., & Poole, M. S. (2005). Alternative approaches for studying organizational change. *Organization studies*, 26(9), 1377-1404.
12. Carlson, N. "You Can Explain eBay's \$50 Billion Turnaround with Just This One Crazy Story." *Business Insider*, February 8, 2014.

## **Week 6: Inter-organizational Relationships: Networks, Collaboration, and Partnerships (10/10 & 10/12)**

### **Reading Guide**

This week we will synthesize all that we have learned about the external environment to investigate what happens when organizations work together. Multiple organizational actors are involved in global development efforts. There is a rising organizational presence in humanitarian response across borders, and numerous organizational players in the current landscape: official foreign assistance from governments, bi-lateral and multi-lateral organizations, as well as funding from corporations and foundations is "implemented" through "partnerships" both within a range of public agencies. This week we will analyze the inter-organizational relationships that create this web of direction and implementation, with an eye to power differentials across the map.

There are a variety of forms of power sharing and integration that can characterize these inter-organizational relationships. Within that spectrum of coordination, we find that government is doing less in-house, and contracting more out to private organizations. This contracting process is influenced by differential power within and between the organizations in the contracting relationship and creates a variety of interdependencies.

The Rice and Ronchi (2003) piece does a nice job of laying out a spectrum of coordination and power sharing, moving between the market and a hierarchy. Familiarize yourself with Figure 2 on page 26, and read whatever background info you need within the article to be comfortable with the different axes they investigate (ie. coordinating mechanisms, risk mediation, etc.).

Next, listen to YouTube video by Matt Koschmann, a professor in the Department of Communication at the University of Colorado Boulder. In the 16" video he gives a useful overview to help think about collaboration. Note he highlights Huxham, whose theory of collaborative advantage is included this week.

Read through the Huxham (2003) piece. Try to get past the annoying figures (which seem like they were created with 1980s clip art) and read through the piece for the main ideas. Make sure you understand the difference between collaborative advantage and collaborative inertia, and the five features that influence movement from one to the other.

Next, the Najam (2000) piece presents a framework to describe various relationships between government and third sector organizations, attending to variation in goals and means between parties. Familiarize yourself with the four ideal types he presents.

Finally, given the enthusiasm for networks and collaborations, please select one of the three empirical pieces to read through to familiarize yourself with what these look like, in practice: Ozman and Findik (2004), Hermansson (2015), or Seybolt (2009). Choose the one that looks the most interesting to you based upon geography, approach, or content. We'll discuss on Tuesday, and then on Thursday we'll look in more detail at the Partnership in Troubled Waters case.

### Reading Questions

1. How does power vary along the coordination spectrum?
2. How useful do you find the framework presented by Najam (2000)? Can you think of an example of each of the four kinds of relationships he presents?
3. What features of collaborative advantage or collaborative inertia can you identify from the empirical example you chose to read this week (ie. Ozman and Findik 2004, Hermansson 2015, or Seybolt 2009)?

### Readings

#### Conceptual Frameworks

1. Rice and Ronchi (2002) Strategic Partnership: Collaboration, Alliances, and the Coordination Spectrum
2. Najam, Adil (2000) The Four C's of Government Third Sector-Government Relations Nonprofit Management and Leadership. 10 (4), 375-396 (Skim this article for the framework it presents)
3. Matt Koschmann video on collaboration: [https://www.youtube.com/watch?v=iN\\_A7keXtVg](https://www.youtube.com/watch?v=iN_A7keXtVg)
4. Huxham C (2003) Theorizing Collaboration Practice

#### NGO relationships with donors

1. \* Dupuy, Ron, and Prakesh (Forthcoming) "Hands Off My Regime! Governments' Restrictions on Foreign Aid to Non-Governmental Organizations in Poor and Middle-Income Countries" *World Development*
2. \* Elbers W, Arts B (2011). Keeping Body and Soul Together: Southern NGOs' Strategic Responses to Donor Constraints. *International Review of Administrative Sciences*, 77(4): 713-732
3. \* Roberts, S. M. (2014). Development capital: USAID and the rise of development contractors. *Annals of the Association of American Geographers*, 104(5), 1030-1051.
4. Sprenger, Ellen (2016) "The End of the Grant Era" on *Open Global Rights* Blog. <https://opendemocracy.net/openglobalrights/ellen-sprenger/end-of-grant-era>

#### NGO relationships with local governments

1. \* Ferguson, J. (2014). "Transnational topographies of power: beyond" the State" and" civil society" in the study of African politics" in Maurer, B., & Schwab, G. (Eds.). (2006). *Accelerating possession: Global futures of property and personhood*. Columbia University Press. Pp. 76-95.

2. \* Banks, N. D. Hulme and M. Edwards. (2015) “NGOs, States and Donors: Still Too Close for Comfort?” *World Development*. 66: 707-718. & Read review of original text by Deborah Brautigam posted on Moodle.
3. Heurlin, C (2010). *Governing Civil Society: The Political Logic of NGO-State Relations Under Dictatorship*. *VOLUNTAS*, 21: 220-239.
4. Brass, Jennifer. *Blurring Boundaries: The Integration of NGOs into Governance in Kenya*. *Governance*. 2012. 25(2): 209-235.

From the following articles, pick one to read for an example of a network/collaboration:

- a. Ozman, M. and Findik, D. (2004) “Friends or Foes? A Network Approach to the Relations among Women’s Organizations in Turkey” *Science and Technology Policies Research Center Tekpol Working Paper Series*.
- b. Hermansson (2015) “Disaster Management Collaboration in Turkey” *Public Administration*.
- c. Seybolt, T. B. (2009). Harmonizing the humanitarian aid network: Adaptive change in a complex system. *International Studies Quarterly*, 53(4), 1027-1050.

**Case:** Partnership in Troubled Waters, Electronic Hallway case.

(8151) – pick the three that seem most interesting to you.

1. Oelberger (2017) *Institutional Learning*
2. Fligstein, N., & McAdam, D. (2011). Toward a general theory of strategic action fields. *Sociological Theory*, 29(1), 1-26.
3. Gulati & Sytch, 2007. Dependence asymmetry and joint dependence in IORs. *ASQ*, 52: 32-69.
4. Oliver, C. (1990). Determinants of interorganizational relationships: Integration and future directions. *Academy of management review*, 15(2), 241-265.
5. Zaheer, McEvily, & Perrone, 1998. Does trust matter? Exploring the effects of interorganizational and interpersonal trust on performance. *Organization Science*, 9, 2: 141-159.
6. O’Mahony & Bechky, 2008. Boundary organizations: Enabling collaboration among unexpected allies. *Administrative Science Quarterly*, 53: 422-459.

### Resources

1. Dentoni (2013) *Wicked Problems*: <http://networkingaction.net/2013/10/why-large-system-change-a-wicked-problems-perspective/>
2. Koch DJ, Dreher A, Nunnenkamp P, and Thiele R (2009). Keeping a Low Profile: What Determines the Allocation of Aid by Non-Governmental Organizations? *World Development*, 37(5); 902–918
3. Brass, Jennifer. *Blurring Boundaries: The Integration of NGOs into Governance in Kenya*. *Governance*. 2012. 25(2): 209-235.
4. McGuire & Agranoff (2011), *The Limitations of Public Management Networks*. *Public Administration*, 89: 265–284.
5. Kania and Kramer (2011) *Collective Impact*

### **Week 7: Social Movements and Institutional Change (10/17 & 10/19)**

#### **Reading Guide**

The first six weeks of this semester we have been examining formal organizations involved in international development efforts. This is the dominant focus for most management (and public management) literature. This week we will build off of those concepts and examine the dynamic nature of

international development over time, with greater focus on agency and creating spaces for change, with guidance from the social movements literature. This perspective enables us to broaden the industry to include informal organizations, social media presence, and non-organizational forms. This week we will think more about how collective action underpins institutional change in organizations and industries, and how the success of collective action, in turn, hinges on organizational structures and processes to recruit and mobilize individuals. The study of social movements has predominantly been based within sociology, but also exists from a different perspective within political science. We'll read some of these perspectives.

To be fair, global development work has not always been undertaken by formal organizations. In fact, the organizational response to global poverty is relatively recent, expanding after the Second World War. Dating back to antiquity, individuals ranging from tourists to missionaries have undertaken their own projects and programs in an effort to help others less fortunate. This continues to constitute a good portion of the responses to global poverty. Moreover, given the rise of social media and online campaigns, social movements and global development work are increasingly occurring in multiple informal ways that pose alternatives and challenges to traditional development work. We will examine some of those this week.

I'd begin this week familiarizing yourself with the relationship between formal organizations and professionalism with informal movements and activism. To this end, start with Kallman's (2015) short blog piece and the short overview of by Lucy Earle (2004) that bridges the study of formal organizations (NGOs) with social movements, and the study of the relationship between the two. Next, with these lenses in mind, read through Matsuzawa's study.

The final cluster of readings give varied perspectives on an increasingly common activist tactic – online participation. Media are among the most important means of facilitating communication within a protest. Begin by reading through the Gordon piece, starting with the results/conclusions on pp. 17-19, ensuring you understand the model. Then skim through the eight comparative cases they present. After that, read through the contrasting findings from Lewis et al (2014), who finds support for the illusion of activism with the Save Darfur campaign on Facebook, while the Thomas et al (2015) find that those who participated in Kony2012 held a social identity that translated into offline activism. Reflect upon what may contribute to more sustained activism across domains.

### Reading Questions

1. Using your understandings of power, culture, and interorganizational relationships (especially Najam's (2000) framework), discuss the similarities and differences between ends and means in Matsuzawa's (2011) analysis of transnational activism in China.
2. Using Gordon's model of social movement participation and the role of social media, evaluate why Lewis et al (2014) and Thomas et al (2015) found the results that they did in their studies. Feel free to critique or amend Gordon's model in the process.

### Readings

#### Social Movements & Activism

1. Lucy Earle (2004). Social Movements and NGOs: A Preliminary Investigation
2. Matsuzawa, Setsuko. (2011). Horizontal dynamics in transnational activism: the case of the Nu River anti-dam activism in China. *Mobilization* 16 (3): 369-387.
3. Kallman (2015) Professional Activism and Social Change. *Mobilizing Ideas*. Available at: <https://mobilizingideas.wordpress.com/2015/08/06/professional-activism-and-social-change/>
4. Gordon (2015) Fostering Social Movements with Social Media. Available via SSRN: [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2708079](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2708079)
5. Lewis, K., Gray, K., & Meierhenrich, J. (2014). The structure of online activism. *Sociological Science*, 1, 1-9.

6. Thomas, E. F., McGarty, C., Lala, G., Stuart, A., Hall, L. J., & Goddard, A. (2015). Whatever happened to Kony2012? Understanding a global Internet phenomenon as an emergent social identity. *European Journal of Social Psychology*, 45(3), 356-367.

(8151) – pick three

1. Doug McAdam and W. Richard Scott. 2005. "Organizations and Movements," pp. 4-40 in Gerald F. Davis, Doug McAdam, W. Richard Scott and Mayer N. Zald (eds.), *Social Movements and Organization Theory*. New York: Cambridge University Press.
2. Clemens, Elisabeth S. and Debra C. Minkoff. 2004 "Beyond the Iron Law: Rethinking the Place of Organizations in Social Movement Research." Pp.155-170 in *The Blackwell Companion to Social Movements*.
3. Jost, J.T., Banaji, M.R., & Nosek, B.A. (2004). A decade of system justification theory: Accumulated evidence of conscious and unconscious bolstering of the status quo. *Political Psychology*, 25, 881-919
4. Goodwin, J. (1997). The libidinal constitution of a high-risk social movement: Affectual ties and solidarity in the Huk rebellion, 1946 to 1954. *American Sociological Review*, 53-69.
5. Quinn, Oelberger, and Meyerson (2016) CMO paper

**Visiting Speakers:** This Thursday we will have two visiting speakers. I will circulate bios before class. Please come prepared with one question for each speaker.

### Resources

1. Case: Aruna Roy and the Birth of People's Movement in India, Harvard Kennedy School Case. Additional background information on the case can be obtained from Rob Jenkins and Anne Marie Goetz. "Accounts and Accountability: Theoretical Implications of the Right-to-Information Movement in India" in *Third World Quarterly*, Vol. 20, No. 3 (1999): 603-22.
2. Gregory, S. (2012). Kony 2012 through a prism of video advocacy practices and trends. *Journal of Human Rights Practice*, 4(3), 463-468
3. Racicot (2013) *The Flock to Social Media*. Stanford Social Innovation Review. Jan 30, 2013. [http://ssir.org/articles/entry/the\\_flock\\_to\\_social\\_media](http://ssir.org/articles/entry/the_flock_to_social_media)
4. Stephen Kosack and Archon Fung, "Does Transparency Improve Governance?" *American Review of Political Science*.
5. Bob, C. (2005). Chapter 5 (Transnational Marketing and World Politics, Pp. 178-196) in *The marketing of rebellion: Insurgents, media, and international activism*. Cambridge University Press.
6. Incite! Women of Color Against Violence. (2007). *The Revolution Will Not Be Funded: Beyond The Non-Profit Industrial Complex*. South End Pr.
7. Doug McAdam and Dieter Rucht, "The Cross-National Diffusion of Movement Ideas." *The Annals of the American Academy of Political and Social Science* 528 (July 1993), 56-74.
8. Sidney Tarrow. 2005. "Internationalism and Contention," in *The New Transnational Activism*. Cambridge and NY: Cambridge University Press. Chapter 2, pp. 15 - 34.
9. Sidney Tarrow. 2010. *Outsiders Inside and Insiders Outside: Linking Transnational and Domestic Public Action for Human Rights*. *Human Rights Review* 11 (2): 171-182.

**Week 8: Peer Feedback Sessions & Environmental Mapping Presentations (10/24 & 10/26)**