# Course Information

Course Number and Title: CADS 3970 International Philanthropy

Instructor: Peter C. Weber, PhD.

Class time: TR, 12:30pm-1:45pm

Classroom: Spidle Hall 220

## Contact Information:

Office: 372E Spidle Hall

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Office hours: TR 2:00-4:00 (Zoom) and by appointment (zoom)

Course Description: CADS 3970 International Philanthropy. The course introduces students to the role of international philanthropy in addressing global poverty. It studies how philanthropic practices and behaviors are embedded in cultural contexts. The course provides students with best practices in cross-border philanthropy and volunteering, supporting the development of cross-cultural competencies in international philanthropy. The course is of interest to students with in interest in global issues who pursue study abroad opportunities, global travels, internships and volunteering, and international careers. (3 credit hours).

Course Prerequisites: None.

# Outcomes and Objectives

Student Learning Outcomes (SLOs): Students will

1. Understand the role of voluntary action and philanthropy in cross-cultural contexts;
2. Apply critical problem-solving skills to internationl philanthropy;
3. Identify and analyze challenges in transnational philanthropic practices;
4. Develop an internationally-oriented personal philanthropic roadmap;
5. Develop an intercultural development plan.

Objectives: The goal of the course is

1. To raise awareness of how voluntary and philanthropic actions, behaviors, and practices are embedded in specific cultural contexts;
2. To inspire a reflection over personal intercultural and philanthropic goals and purposes.

# Assignments, Grading and Class Materials

Assignments:

The assignments are listed below with weights and short descriptions (additional guidelines and rubrics are available on Canvas). In-class exercises and quizzes will support the learning process and help review for midterm and final exams. These exercises and quizzes will not be graded. **No unannounced quizzes will contribute to the final grade**.

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| **Due date** | **Assignment** | **Weight** |
| Ongoing | Participation (attendance; participation; discussion questions) | 20% |
| Ongoing | Quizzes (4) | 15% |
| September 3 | Philanthropic reflection | 5% |
| September 21 | Stereotypes presentation | 10% |
| September 28 | Stereotypes reflection |
| October 5 | Global issue paper & presentation | 15% |
| November 18 | Philanthropic roadmap | 20% |
| December 8 | Final exam | 15% |
| November 24 | Extra credit opportunities | |

**Participation (20%):** The participation grade includes:

1. Attendance (25 points): I expect the class to be almost exclusively discussion based, so attendance is mandatory.
2. Participation in class discussions (25 points): Preparation and participation are crucial to success in your university education. Read and analyze the assigned material before class, ask questions, and comment thoughtfully throughout the course.
3. Responses to discussion questions (5 points per question; total 50 points): Each student should answer the discussion questions before the beginning of the class (answers should not be longer than 250 words), post the answer on Canvas, and bring a hard copy to class.

**Stereotypes presentation & reflection (10%):** The grade of this assignments is based on two components, each worth 50 points. The presentation is a group grade. The reflection is an individual grade.

Presentation: In groups 2 or 3 (depending on class size), students will show in class assigned videos from the Rusty Radiator Award and Golden Radiators (<https://www.radiaid.com/>), analyze the various stereotypes they reinforce, and discuss the implications of these stereotypes. Students are expected to prepare 3-4 PowerPoint slides that highlight the key points of the presentation.

Reflection: Individually, students will write a two-page-long personal reflection on the role of stereotypes in international development. The reflection should “reflect” on the various videos watch in class, in-class exercises on culture and multiculturalism, and personal experiences beyond this course.

**Quizzes (15%):** Throughout the semester, students will complete five quizzes during class. The quizzes will be given at the beginning of class and students will have 10 minutes to complete the quiz. Quizzes will include multiple choice questions and true/false statements reviewing the content of class lectures and book chapters.

**Global Issues Analayis (paper and presentation) (15%):** Students are expected to research, write, and present on a global issue. The purpose of both paper and presentation is to analyze an issue by defining and describing the contours of the problem, comparing perspectives, identifying and describing organizations, groups, or movements proposing solutions, and providing a personal perspective on the issue. Approximate length: 6-7 pages (times new roman, font 12, double-spaced), bibliography excluded. You must use at least 5 reliable sources.

**Philanthropic Reflection (5%):** Students are expected to write a short reflection over their philanthropic motivations. Why do you want to give internationally? The reflection should examine the factors influences your philanthropic aspirations (e.g. heritage, faith, family, legacy, experience). Approximate length, 1-2 pages (times new roman, font 12, double-spaced).

**Final (15%):** Students will take an open-book final exam. The exam consists of a case study requiring students apply concepts, theories, and frameworks to a practical case and scenario. Tests will be graded on accuracy and ability to integrate a variety of sources (reading material, case studies, and lecture notes/PowerPoints). Throughout the semester we will review the course material through exercises and case studies that mirror the final exam.

**Philanthropic roadmap (20%):** The objective of this course is to support students in their own philanthropic journey in a global society and help them develop their own philanthropic plan. The philanthropic roadmap is structured like a planning tool around five key questions.

* Why do you want to give? (What are motivations driving your international philanthropy? You can rely on your philanthropic reflection)
* What do you want to achieve? (On what area do you want to focus your philanthropies? Here, rely on your own issue paper as well as the presentations of your classmates)
* How will philanthropy help achieve the goal you have identified? (The “how” question is one of the most difficult to answer. Here you should reflect on your approaches and strategies. For example, volunteering of donating? Do you want to support an advocacy organization or a service providing organization? Do you want to support this organization from the US or by living abroad?)
* What concrete action are you taking after the semester is over? (You should address this question in two main ways. You should have described a first set of steps in your intercultural development plan. You should incorporate some of those steps in your plan. Additionally you should identify concrete steps supporting your philanthropic goals.
* How Will You Assess Your Progress? (This is both a strategy to hold yourself accountable and assess your progress in your plan)

You personal development plan will rely on the the documents you have developed throughout the semester. You should use parts (revised for length, fit, and incorporating feedback on earlier submissions) of your philanthropic reflection, issue paper, and intercultural development plan to address the questions above.

**Extra credit: Podcast Review Assignment (two assessments, each worth 25 points for a total of 50 points):** The task is to find a podcast episode about an international philanthropy (giving or volunteering) -related topic and write a review of it. The review should include a summary and an assessment of the podcast. Total length 3-4 pages, times new roman 12, regular margins. There are many podcasts that cover philanthropy and international development, such as Tiny Sparks, The Value in Giving, Giving with Impact, The Philanthropy Podcast, Development Drums, Global Dispatches.

Grading and Evaluation Procedures:

Writing expectations: In all assignments, the grading process will consider writing quality. Grammatical and punctuation errors, as well as repeated typos will significantly lower the grade. Particularly in small nonprofit organizations, all staff members are responsible for a great deal of writing. Grammatical or punctuation errors raise red flags as they suggest that the writer either has poor attention to detail or did not take the time to edit.

Deadlines: Assignments must be posted on Canvas by the deadline. Extensions without grade penalty will be considered on a case-by-case basis and only under extraordinary circumstances (any excuse for a late or missing assignment/exam must be documented). No assignment will be accepted after five days from the due date – in the case of excused absence(s), see policies on excused absences and make up policies on p. 6.

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| **Grading Scale** | | |
| **Letter grade** | **Percentage points** | **Definition** |
| A | 90-100% | Exceptionally high quality: master of course content at the highest level of attainment |
| B | 80-89% | Good quality: strong performance demonstrating a high level of attainment |
| C | 70-79% | Satisfactory (average) quality: A totally acceptable performance demonstrating an adequate level of attainment for a student |
| D | 60-69% | Poor quality, but passing: A marginal performance demonstrating a minimal passing level of attainment |
| E | 0-59% | Failure: almost no understanding of the course content |

Witdrawal policies:

* Students may withdraw with no grade assignmentuntil September 4th; November 24th is the last day to withdraw from a course with no grade penalty, although a W will appear on the student’s transcript if the student withdraws between September 4th and November 24th).
* Students who withdraw from the course between August 24th and September 4th will pay a course drop fee of $100.

## Class Materials

Singer, P. (2019). [*The Life You Can Safe. How to do your part to end world poverty*](https://www.amazon.com/10th-Anniversary-Life-You-Save/dp/1733672702/ref=pd_lpo_14_t_0/132-2334781-9698431?_encoding=UTF8&pd_rd_i=1733672702&pd_rd_r=b984de59-ba98-4526-aeb5-4c2f086889fe&pd_rd_w=gXZI5&pd_rd_wg=nOvUd&pf_rd_p=7b36d496-f366-4631-94d3-61b87b52511b&pf_rd_r=3R9K13KJSVWXXHH9N7PJ&psc=1&refRID=3R9K13KJSVWXXHH9N7PJ). 10th Anniversary Edition. Bainbridge House, Washington, USA.

All readings not included in the textbook are available on Canvas.

Canvas: All course information are on Canvas. Students should familiarize themselves with Canvas, as all assignments must be submitted via Canvas. Via Canvas, students have also access to all assignments, readings, and assignment guidelines/rubrics on Canvas, and will be able to monitor their academic progress as all grades will be regularly posted.

A student troubleshooting support page for Canvas is available here: <http://wp.auburn.edu/biggio/canvas/student-help/>

Technical support for students is available through the Help Desk.

# Classroom Policies

## COVID-19 policy

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, [A Healthier U](https://ahealthieru.auburn.edu/). The sections below provide expectations and conduct related to COVID-19 issues.

Health and Participation in Class

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during class to show your pass.**

Your health and safety, the health and safety of your peers, and the health and safety of faculty and staff are top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. If you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

### Health and Well-Being Resources

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>
* If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

### A Healthier U Campus Community Expectations

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck (<https://ahealthieru.auburn.edu/>).

### Course Expectations Related to COVID-19:

* **Face Coverings**:As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.

You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

* **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. **Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.**
* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Fall 2020. Pay attention to any updates to the course schedule as the information in this syllabus may have changed.
* **Technology Requirements:** This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).

*Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the* [*Classroom Behavior Policy*](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)*.*

### Course Delivery Changes Related to COVID-19

Be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

## Policies on Class Attendance, Submission of Late Written Assignments, Missed In- Class Work and Missed Examinations:

Excused Absences: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.

Make-Up Policy:Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will mirror the regular exams.

Communication: Students are responsible for checking class email, Canvas messages, and Canvas announcements. Course related material and information, including assignment information, change of schedules, field trip details, will be regularly shared via class email and canvas announcement.

ADA Policy: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Academic Honesty: All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

A paper submitted for another class will not be accepted in this class will not be accepted in this class.

Using another student’s work as your own will be viewed as a dishonest act and that student will receive a zero for this course.

Violations of the Student Academic Honesty Code include, but are not limited to:

* ‘Cheating’ – the possession, receipt, or use of any material or assistance not authorized in the preparation of any project; and such actions conducted while an exam is in progress. Cell phones and other electronic devices cannot be used during exams.
* ‘Plagiarism’ – using the words or ideas of another as if they were one’s own. If another person’s complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper documentation, as through the use of footnotes. On individual projects, even though you may discuss your work with others, you are graded based on what you turn in individually. Papers with identical wording, in any order, will be treated as plagiarism for ALL parties involved.

Classroom Behavior: The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> for details of this policy.

Emergency Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

## Diversity Statement:

## Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age religion, sexual orientation, economic status, and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community, and national population.

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate, and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing its students with a superior education in service to the needs of Alabama, the nation, and the world.

## Tentative 15-week Schedule:

NOTE: This course schedule is tentative and may be modified if necessary. All changes to the schedule will be communicated via Canvas.

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| Week | Date | Topic | Reading | Assignment | Activity |
| Module 1: Philanthropy in an international context | | | | | |
| Week 1 | 8/18 | Introduction |  |  |  |
| 8/20 | What is Philanthropy? | Payton, R. & Moody, M. (2008). Voluntary Action for the Public Good. In *Understanding Philanthropy. Its Meaning and Mission* (pp. 27-61). Bloomington: Indiana University Press. |  | Exercise: Indicators of Your Values |
| Week 2 | 8/25 | Giving well | Frumkin, P. (2006). Chapter 4: The Idea of  Strategic Giving. In *Strategic Giving: The Art and Science of Philanthropy* (pp. 125-  145). Chicago: University Of Chicago Press. | *Discussion question 1*: What does it mean to give well? In other words, what are the characteristics of a gift well given? | Exercise: Time, Talents, and Treasures |
| 8/27 | International Philanthropy | Singer, Chapter 1-2 | *Discussion question 2:* What does the saying “charity begins at home” mean to you? | Exercise: Thinking about Change |
| Week 3 | 9/1 | International aid | Singer, Chapter 3  Tremblay-Boire, J. (2017). [US foreign aid, explained](https://theconversation.com/us-foreign-aid-explained-74810). *The Conversation*. |  | Activity: Human Rights exercise |
| 9/3 | Globalization | Short, J. R. (2016). [Globalization and its discontents: Why there’s a backlash and how it needs to change](https://theconversation.com/globalization-and-its-discontents-why-theres-a-backlash-and-how-it-needs-to-change-68800). *The Conversation*. | **Quiz 1**  **Due date:** Philanthropic autobiography. | Activity: Perceptions of America  Activity: discussion and identification of global issues |
| Module 2: Culture | | | | | |
| Week 4 | 9/8 | Culture | Spencer-Oatey, H. (2012) *What is culture? A compilation of quotations*. GlobalPAD Core Concepts. | *Discussion question 3:* What  are three characteristics of American culture? | Activity: Universal, Personal, Cultural  Activity: The Process of  Cultural Conditioning |
| 9/10 | In-class activity | Activity: Red Flags of Cross-Cultural Encounters | | |
| Week 5 | 9/15 | Culture & helping professions | Case study: Cross-Cultural Clash. |  | Case study discussion |
| 9/17 | Cross cultural competencies | Bennett, M. (n.d.). *Intercultural Competence For Global Leadership*. IDRInstitute.  Carlson, J. (1995). The Stranger’s Eyes. | *Discussion question 4*: What are three of the most important concepts from this reading? What two pieces of information would you share  with a colleague (a colleague would be someone you might work with during your  first year of employment)? What is one way you  will alter my current practices based on what I have read? | Case study discussion |
| Week 6 | 9/22 | In-class presentations | Stereotypes presentations | | |
| 9/24 | Global citizenship | Sherman, P. (2017). [Why the world needs more global citizens](https://theconversation.com/why-the-world-needs-more-global-citizens-84680). *The Conversation*.  Bayram, A. B. (2017). [Rise in globalism doesn’t mean the end for nationalists](https://theconversation.com/rise-in-globalism-doesnt-mean-the-end-for-nationalists-81463). *The Conversation*. | Quiz 2; | Exercise: Imagining a Better World |
| Module 3: Volunteering | | | | | |
| Week 7 | 9/29 | Global volunteering | Devereux, P. (2008). International volunteering for development and sustainability: outdated paternalism or a radical response to globalisation? *Development in Practice*, *18*(3), 357-370. | *Discussion question 5:* The reading discussed contrasting perspectives on international volunteering. What are the complexities of this issue? |  |
| 10/1 | Volunteer tourism | Kascak, L. & DasGupta, S. (2014). [#InstagrammingAfrica: The Narcissism of Global Voluntourism](https://psmag.com/economics/instagrammingafrica-narcissism-global-voluntourism-83838). *Sociological Images*.  Frenzel, F. (2016). [Slumming it: how tourism is putting the world’s poorest places on the map](https://theconversation.com/slumming-it-how-tourism-is-putting-the-worlds-poorest-places-on-the-map-61320). *The Conversation*.  Rosenberg, T. (2018). [The business of voluntourism: do western do-gooders actually do harm?](https://www.theguardian.com/news/2018/sep/13/the-business-of-voluntourism-do-western-do-gooders-actually-do-harm) *The Guardian*. |  |  |
| Week 8 | 10/6 | In-class Presentations | Global issues presentations | | |
| 10/8 | Darkness to Light (D2L) Training (Facilitated by John Harrell, Children’s Advocacy Center of Troup Country)  **Warning:** The training aims to empower adults through awareness and educational programs to prevent,  recognize, and react responsibly to child sexual abuse. As such, it contains explicit language and first-hand  testimonies of child sexual abuse. | | | |
| Week 9 | 10/13 | Good practices | Myers, A. O. (2017). [3 things I learned from delivering medical aid to a remote part of Puerto Rico](https://theconversation.com/3-things-i-learned-from-delivering-medical-aid-to-a-remote-part-of-puerto-rico-86535).*The Conversation*.  González-Jiménez, H. (2019). [Want to become a better person? Travelling more might be the answer](https://theconversation.com/want-to-become-a-better-person-travelling-more-might-be-the-answer-115009). *The Conversation*.  O’Donnell, S. (n.d.). [How To Ethically Volunteer Anywhere in the World](https://www.nomadicmatt.com/travel-blogs/volunteer-abroad/). *NomadicMatt*. | *Discussion question 6:* What advice could you add to these readings? On what basis do you give this advice? |  |
| 10/15 | Double loop thinking |  | Quiz 3 |  |
| Module 4: Giving | | | | | |
| Week 10 | 10/20 | Philanthropic failures | Singer, Chapter 4-5 | Discussion question 7: These chapters are about giving and human nature. What assumptions do you have about people not giving? What information from the reading opposes your assumptions? What information from the reading supports your assumptions? |  |
| 10/22 | Logic models | Brest, P. (2003). [What the Nonprofit](https://nonprofitquarterly.org/what-the-nonprofit-sector-can-learn-from-home-improvements/)  [Sector Can Learn from Home](https://nonprofitquarterly.org/what-the-nonprofit-sector-can-learn-from-home-improvements/)  [Improvements](https://nonprofitquarterly.org/what-the-nonprofit-sector-can-learn-from-home-improvements/). *Nonprofit Quarterly*. |  |  |
| Week 11 | 10/27 | Logic models | Singer, Chapter 6 |  |  |
| 10/29 | NGOs | Werker, E. & Ahmed, F. Z. (2008). What Do Nongovernmental Organizations Do? *Journal of Economic Perspectives*, *22*(2), 73-92. |  |  |
| Week 12 | 11/3 | Service and advocacy | Lewis, D. (2014). Chapter 9: Service Delivery, Advocacy, Innovation and Evaluation. In D. Lewis, *Non-Governmental Organizations, Management, and Development* (pp. 163-189) (3rd ed.). New York: Routledge. | *Discussion question 8:* Is Fowler fair in his criticism of NGOs that stick to service delivery instead of also seeking strategies for advocacy? |  |
| 11/5 | Critique | Singer, Chapter 7 | *Discussion question 9:* How is what you are reading different from what you already know? Why might this difference  exist? |  |
| Week 13 | 11/10 | Accountability | Ebrahim, A. (2003). Accountability In Practice: Mechanisms for NGOs. *World Development*, *31*(5), 813-829. |  |  |
| 11/12 | Activity: *Unprotected*, by ProPublica: <https://vimeo.com/296508883> | | Quiz 4 |  |
| Module 5: Wrapping up | | | | | |
| Week 14 | 11/17 | What works | Singer, Chapter 8-10  Thompson, D. (June 15, 2015). [The Greatest Good](https://www.theatlantic.com/business/archive/2015/06/what-is-the-greatest-good/395768/). *The Atlantic*. | *Discussion question 10:* What relevant evidence or examples does Singer give to support his approach to end extreme poverty? Are you convinced this approach will be successful? Why or why not? |  |
| 11/19 | Presentations |  |  |  |
| Week 15 | 11/24 | Debrief |  |  |  |
| 12/8 | Final (12 noon-2:30 p.m.) |  |  |  |