

NRRT 463

NGOs and Conservation

Spring 2015

Tuesday/Thursday 4:30-5:45pm

Brett Bruyere, PhD
242 Forestry Building
970-491-1360
Brett.Bruyere@ColoState.Edu
Office Hours: by appointment

Guest Instructor (March 2 – April 3):
Mordecai Ogada
Conservation Solutions for Afrika
mordecai@ogada.co.ke

Teaching Assistant: Megan Kite
meganlkite@gmail.com

OVERVIEW

In this course, students will learn about and evaluate the role of non-governmental organizations (e.g., NGOs, non-profit organizations) in the conservation of natural resources. These roles can include land ownership and stewardship, education, advocacy, technical assistance and others. NGOs come in many shapes and sizes, from world-wide multi-million dollar organizations (e.g., Nature Conservancy, World Wildlife Fund) to small organizations run entirely by volunteers with modest budgets. In addition to the roles and actions NGOs take to conserve resources of the natural world, students will also learn about the legal requirements and common best practices of NGOs, as well as content related to fundraising and grant-writing.

COURSE OBJECTIVES

By the conclusion of this course, students will:

- Identify the basic structure and legal requirements of NGOs in the United States
- Articulate the roles of NGOs in conservation of natural resources at all scales (e.g., local, regional, international)
- Describe and analyze the critiques of conservation NGOs
- Become familiar with the key components of a competitive grant proposal

TEXT AND READINGS

This course draws from a variety of sources and literature. Keeping up with readings is imperative for useful class discussion and an overall successful learning experience. Students will be expected to demonstrate knowledge of content in the course readings.

Required books:

Burke-Smith, N. & Works, E.G. (2006). *The complete book of grant-writing*. Naperville, IL: Sourcebooks Inc.

Additional readings will be available on RamCT.

ASSIGNMENTS & GRADES

1. *Case Study* (100 points) Due: February 26
Students will evaluate a conservation NGO based on class content from the first four weeks of the semester.
2. *Thought Question replies* (4 x 25 points = 100 pts) Due: see syllabus
The syllabus lists “thought questions” at different points during the first 10 weeks of the semester. Students must post responses on four of those weeks (within seven days of the week for which the thought question is posted). Assessment will be based on demonstration of critical thought and insight.
3. *In Class Activities* (4 x 20 points =80 pts) Due: see syllabus
A number of assignments will be distributed in-class in which small groups work together to apply learning. There will be five in-class activities, of which the four highest scores will count toward your final grade. **In class activities cannot be made-up.**
4. *Reflection* (75 points) Due: April 14
Students will write a reflection about their learning and insights from the one month guest instructor.
5. *Grant Proposal* (100 points) Due: May 7
Students will prepare a grant with the key components presented in class.

TOTAL

455 POINTS

Grades will be distributed as follows:

A	90-100%	407-455
B	80-89%	362-406
C	70-79%	316-361
D	60-69%	271-315
F	Less than 60%	Less than 271

COURSE POLICIES AND EXPECTATIONS

This course will adhere to the CSU Academic Integrity Policy as found in the [General Catalog - 1.6, pages 7-9](#) and the [Student Conduct Code](#). At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

Attendance: Students are expected to be in class. If you are not in class, it is good form to contact me ahead of time to let me know. Work and activities that are conducted in-class are not for make-up.

Student Athletes / Special Needs / Etc.: Students with university-approved circumstances that require flexibility in due dates, testing environments, etc., please let me know toward the beginning of the semester.

Minimizing Impact: We all want a sustainable planet. So, please double-side all assignments, avoid unnecessary cover pages and page breaks, and overall, make an attempt to minimize the natural resource impact of your work.

Readings: To facilitate a dynamic and discussion-based class environment, students are expected to have completed assigned readings prior to coming to class. Classes will be facilitated based on that expectation. Be prepared.

Classroom Climate and Student Participation: As an upper-division course, students are expected to think, question, problem-solve and debate information presented in class. I will do my best to create an environment in which expressions of uncertainty, conjecture and alternative and competing views can be freely shared. I expect the same of students.

Writing and Grammar: Good writing skills are imperative. Consequently, written work is expected to be well-organized and formally written unless otherwise indicated. Grammar will be a criterion for grading on all assigned material. Have a roommate or peer give you feedback; use the CSU Writing Center; and at a minimum, utilize spell-check.

Make-up Work: All assignments are due at the beginning of class on the day they are due unless otherwise noted on the assignment sheet. Late assignments will be accepted and penalized one letter grade for each school day they are late, up to five days late. In-class assignments, however, are not able to be made up.

Questions / Concerns: I will always find time to assist students outside of class regarding class assignments, course material, grades or any reason that is remotely related to class, future plans, professional goals, etc. Please talk to me during the semester if you're stuck on an assignment, unclear about a topic, concerned about your grade, pondering your future, etc. Don't wait until the end of the semester to see me if you're having difficulties early on.

Course Outline

Complete readings prior to the first class session for a given week

Section I. Structure & Requirements of NGOs			
Week 1 Jan 20-22	Course introduction Civil Society	Lyon, T. (Ed; 2010). Good cop, bad cop: Environmental NGOs and their Strategies Toward Business. Washington DC: RFF Press (chapter 1) Do internet research on "Civil Society"	Thought question: Should NGOs be held to higher standards of accountability and transparency than the private sector?
Week 2 Jan 27-29	NGO Nuts and Bolts Mission Statements Board of Directors	"Principles and Practices for Nonprofit Excellence in Colorado" handbook (pages 1-11) Armsworth, P., Fishburn, I., Davies, Z., Gilbert, J. & Gaston, K. (2012). The size, concentration and growth of biodiversity conservation nonprofits. <i>BioScience</i> , 62(3), 271-281. Review IRS Form 1023: <i>Application for Recognition of Exemption</i>	Thought questions: Is the growth of number of NGOs over the past 20 years a positive trend? Should board members be compensated for their time?

Internet research: 501 (c) 3 (IRS section/code)

In Class Activity: Jan 29

Week 3
Feb 3-5

Philanthropy and Conservation NGOs

Colorado Nonprofit Association (2011). Understanding giving: Beliefs and Behaviors of Colorado’s Donors. Denver: Colorado Nonprofit Association

Thought question:
Should salary compensation for employees of NGOs generally be less than an equivalent job in the private sector?

Center on Philanthropy (2010). The 2010 study of high net worth philanthropy: Issues driving charitable activities among affluent households. University of Indiana.

"Principles and Practices for Nonprofit Excellence in Colorado" handbook (pages 12-13)

Internet research:
America’s Worst Charities (by the Center for Investigative Reporting)

In Class Activity: Feb 5

Section II. The Role of NGOs in Conservation

Week 4
Feb 10-12

Conservation linkages

Case Study Due:
Gunter, chapter 1

Thought question:
Why do public or private sector entities fail to establish these linkages?

In Class Activity: February 12

Week 5
Feb 17-19

Conservation strategies for NGOs

Gunter, chapter 2
"Principles and Practices for Nonprofit Excellence in Colorado" handbook (pages 19-20)

Thought question: Is government regulation/oversight of NGO activity, such as lobbying, compensation of highest paid employees, acceptable?

“Political activity of environmental groups and their supporting foundations” (Report to the U.S. Senate – 2004)

“Big Mama Rag vs. United States of America” court case
& “Implications of the decision in Big Mama Rag, Inc.”

Birchard, B. (2005). Nature’s Keepers, Chapter 10. Jossey-Bass.

View::
<http://apps.americanbar.org/buslaw/blt/2009-03-04/mehta.shtml>

In Class Activity: February 19

Week 6 Feb 24-26	Conservation strategies for NGOs	Gunter, chapter 3 Case Study assignment due: Feb 26	No thought question this week.
Week 7 Mar 3-5	Transition Week	Catch up, Mid-Course Review: Mar 3 Guest instructor introduction: Mar 5 Chapin, M. (2004). <i>A challenge to conservationists</i> . World Watch Institute.	Thought question: should NGOs work to protect a species if such protection doesn't have the support of the local community?
Week 8 Mar 10-12	Stories & Case Studies	Rhode, D. L, & Packel, A. K. (2009). Ethics and Nonprofits. Stanford Social Review, Stanford, CA.	Thought Questions: TBD
Week 9: Spring Break -- March 16-20			
Week 10 Mar 24-26	Stories & Case Studies	Hobbes, M. Stop Trying to Save the World. Retrieved 11/17/2014 from http://www.newrepublic.com/article/120178/problem-international-development-and-plan-fix-it .	Thought Questions: TBD

Section III. Grant Proposals & Funding

Week 11 Mar 31/Apr 2	Types of Grants & Funding Sources	Burke-Smith & Works, Chapters 1-3, 9 and pp. 191-195.
Week 12 Apr 7-9	Case Studies	TBD
Week 13 Apr 14-16	Parts of a Grant: Statements of Need Goals & Objectives	Burke-Smith & Works, Chapters 5-8 Reflection Due: April 14
Week 14 April 21-23	Parts of a Grant: Action / Program Plan Timelines Sustainability & Evaluation	Hall, M. & Howlett, S. (2003), Getting funded: The complete guide to writing grant proposals. Portland, OR: Portland State University. (Chapter 10)
Week 15 Apr 28-30	Parts of a Grant: Preparing Budgets	Hall, M. & Howlett, S. (2003), Getting funded: The complete guide to writing grant proposals. Portland, OR: Portland State University. (Chapter 12) In-class activity: Apr 30
Week 16 May 5-7	Review Grants	Final grants due May 7