

## School of Planning, Public Policy and Management



**University of Oregon  
School of Planning, Public Policy and Management**

**PPPM 280: Introduction to the Nonprofit Sector  
Fall 2019 (CRN: 15132)**

**Class Time: Mondays and Wednesdays, 10-11:20, Straub 145**  
**Discussion Section set for Fridays, hourly between 9am and 3pm. Students must register for one.**

### **Overview**

This course provides a multidisciplinary overview of the nonprofit sector, which is a large segment of the economy that both parallels and complements the public and private for-profit sectors. We trace the development and presence of the nonprofit sector in the United States and its activities, the ways nonprofit organizations are understood and classified, and the roles they play in the United States and abroad.

The guiding questions of this class are: What is the nonprofit sector? What does it do and why does it exist? How does it do what it does? The basic goal is to help students have a general understanding of the ongoing issues and challenges of the sector.

This course is a required introductory course for both the major and minor in Planning, Public Policy and Management (PPPM) and for the minor in Nonprofit Administration. It is also a general education course serving the Social Science group. here are no prerequisites for this course.

### **Competencies**

By completing this course, students will be able to:

- Understand what the nonprofit sector is and why it exists.
- Understand what the nonprofit sector does in the economy, in communities and in policy processes.
- Analyze, synthesize and evaluate both traditional and critical perspectives of nonprofit organizations.
- Be better consumers of information regarding the nonprofit sector found in the media and society.

- Demonstrate professional skills – including professional writing, group work and public presentations.

### **General Requirements and Information**

The format of the course will be readings with lectures and discussions. It is expected that the assigned readings will be completed prior to the date in which they will be covered in the lecture. Any discussions in class, including guest lectures and discussion of questions brought up by fellow students, are likely to appear on the exams. In addition, all assigned readings, videos and links are fair game for inclusion in your exams unless explicitly exempted.

Grades on late assignments will be deducted 5% per day. However, if an answer is posted to the website, no late homework assignments are accepted (no credit). If you miss a class, please arrange to get class notes from a classmate. Please note the date of the final exam and arrange your vacation plans so that you will not miss the exam.

### **Classroom Environment**

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

### **Professional Practice**

Students are expected to behave in a professional manner at all times.

- Students should treat each other, the instructor and Graduate Teaching Fellows (GTEs) with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.
- I expect all course assignments to be typewritten.

### **Incomplete Policy**

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed.

### **Plagiarism and Academic Misconduct**

You are expected at all times to do your own work. Copying content from other students and/or submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at:

[www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students).

### **Documented Disabilities**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

### **Sexual Violence, Harassment and Survivor Support**

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu).

### **Diversity, Inclusion and Respect Statement**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to the Bias Response Team at <http://bias.uoregon.edu> or [brt@uoregon.edu](mailto:brt@uoregon.edu)

### **Grade Composition**

Homework Assignments	Two at 10 points (10%) each	20%
Participation	Lectures and Discussion sections	10%
Group Presentation	Presentation in discussion section	10%

Reading Quizzes	Five quizzes on the readings will be held online during lecture (date TBD, but not week 1 or 5). You keep top four scores. (2.5% each)	10%
Midterm Exam		25%
Final Exam		25%

### Grade Distribution

A	94-100%
A-	90-93.99%
B+	86-89.99%
B	84-85.99%
B-	80-83.99%
C+	76-79.99%
C	74-75.99%
C-	70-73.99%
D+	66-69.99%
D	64-65.99%
D-	60-63.99%
F	Under 60%

### Homework Assignments:

Homework assignments should be a 2 page memo (single-spaced) answering the questions posed on Canvas. Students should, at a minimum, draw from the assigned readings and class discussions in responding to the assignment prompt. Personal experiences and outside readings or examples can also be included. Assignments should be uploaded to Canvas by the due date. Late assignments will have 5% deducted each day the assignment is late (i.e., five days late will result in a 25% deduction). Homework assignments are worth 10% each, for 20% of your total grade.

### Participation

Participation will account for 10% of your final grade, and will be composed of the following:

**Base Groups:** By the second week of the term, you will be assigned to a small group of 3 people for a quick check-in and short discussion on the week's topic at the beginning of Monday classes. As part of each warm-up question, you will be asked to respond to a prompt in Socrative – which will contribute towards your participation grade. Although attendance in your Base Group will not be graded, *per se*, it will be difficult to earn a high participation grade if you are regularly absent.

**Lectures and Discussions:** A portion of your grade will be determined by your preparation for and participation in lectures and discussion sections. Although attendance will not be a part of this participation grade, *per se*, it will be hard to earn full credit if you are not in class to participate. In the lecture sessions, your answers to the questions posed in Socrative will help track your participation and your thoughts on the material. In your discussion sections, your GEs will track attendance and participation.

### Group Presentation

Students will be required to present a group presentation once during the term during the discussion section. More details on this assignment is available on Canvas, and students will be assigned groups

and select their topic and presentation week during the second week of class. This will account for 10% of your grade.

### **Quizzes**

There will be five quizzes on the readings during the term, and the lowest score will be dropped. Quizzes will be on that week's reading ONLY and will consist of multiple choice questions. There will not be a quiz week 1 or week 5, but might be held other weeks. Quizzes will be taken online at the beginning of class (you can use phone or laptop/tablet). For those without an appropriate device, there will be a paper quiz available to you. If you miss a quiz, there will be no makeup opportunities. However, the low score will be dropped. The quizzes are worth 10% of your final grade.

### **Midterm Exam:**

The midterm exam will be held in-class. A make-up exam will be scheduled for students who miss the regularly scheduled midterm exam due to serious illness or family emergency only. This will account for 25% of your final grade.

### **Final Exam:**

The final exam will be held during the UO scheduled time for the final. A make-up exam will be scheduled for students who miss the regularly scheduled final exam due to serious illness or family emergency only. The final will count for 25% of your final grade.

### **Readings**

All readings should be completed by the first lecture day of the week. For example, Week 2 readings should be completed by the first lecture of Week 2.

### **Assigned Readings (Required):**

- LeRoux, Kelly and Mary K. Feeney (2015) Nonprofit Organizations and Civil Society in the United States. New York: Routledge. ISBN: 978-0-415-66145.4 **FREE** as an e-book with UO Library. There will also be copies available for purchase at the Duckstore, or you can purchase/rent online.
- There is a coursepack that has been prepared for you at the Duckstore with additional articles and cases. It can also be accessed for a short period of time at the Knight Library course reserves.

### **Socrative**

I will be using Socrative to track attendance, Base Group participation and discussion questions during class, which will account for a portion of your participation grade. You will be asked to type in your student ID when you login each time for questions. You can access Socrative with either a laptop, tablet or smart phone. If you do not have one of these devices, please notify me at the beginning of the term and we will work out an alternative check-in process.

- The link to the (free) private room for this class will be <https://api.socrative.com/rc/MkGprZ> <https://tinyurl.com/280F19> .
- You can also download the Socrative Student mobile app for Android or IOS.
- Room Name: PPPM280

**Additional readings** may be passed out in class during the term. These are fair-game for quizzes and tests. Students are also encouraged to follow the blogs of one or more nonprofit organizations. We will likely discuss current events (as they pertain to the nonprofit sector) in class.

## **Tentative Schedule of Lectures and Readings**

**All articles and cases can be found in the reader**

(Subject to Change; Any Changes Will Be Communicated by Email and Added to Canvas)

### **Week 1: Intro to the Nonprofit Sector (October 2)**

Readings:

- Leroux and Feeney, Chapter 1
- Spend some time becoming familiar with the website for the Nonprofit Association of Oregon at <https://nonprofitoregon.org/>

### **Week 2: Leading Theories of the Nonprofit Sector (October 7 & 9)**

Readings:

- Leroux and Feeney, Chapters 2-3

### **Week 3: Mission, Ethics and Accountability (October 14 & 16)**

Readings:

- Anheier, Helmut (2015). "Governance, accountability and transparency" in *Nonprofit Organizations: Theory, Management, Policy, Second Edition*. New York: Routledge, p: 407-427
- CASE: Standards for Child Sponsorship Agencies

**Memo 1 Due Sunday, October 20 by 11:59 pm, uploaded to Canvas**

### **Week 4: Government-Nonprofit Relationships (October 21 & 23)**

Readings:

- Salamon, Lester (1987). "Of Market Failure, Voluntary Failure, and Third-Party Government: Toward a Theory of Government-Nonprofit Relations in the Modern Welfare State", *Nonprofit and Voluntary Sector Quarterly*, 16(1-2): 29-49.
- CASE: High Stakes and Frightening Lapses: DSS, La Alianza Hispana and the Public-Private Question in Child Protection Work.

### **Week 5: Midterm and Voluntary Action (October 28 & 30)**

- **MIDTERM First Session, Monday, October 28 4 at 10am**

Readings:

- Leroux and Feeney, Chapters 4-5
- Leete, Laura (2010) "The Valuation of Volunteer Labor" in Bruce Seaman and Dennis Young's (eds) *Handbook of Research on Nonprofit Economics and Management*. Cheltenham, UK: Edward Elgar Publishing (p. 238-248)

### **Week 6: Foundations, Philanthropy and Charitable Giving (November 4 & 6)**

Readings:

- Leroux and Feeney, Chapter 6
- Leonhardt, David (2008) "What Makes People Give?" *New York Times Magazine*, March 9

**Week 7: Advocacy and Protest Movements (November 11 & 13)**

Readings:

- Leroux and Feeney, Chapter 7 and 8
- CASE: Planned Parenthood

**Week 8: Nonprofits from an International Perspective (November 18 & 20)**

Readings:

- Anheier, Chapter 17 (pp. 151-184)
- Shah, Anup (2005) "Non-governmental Organizations on Development Issues." *Global Issues*. Access online at: <http://www.globalissues.org/article/25/non-governmental-organizations-on-development-issues>
- Case: Getting Help to Victims of 2008 Cyclone Nargis: AmeriCares Engages with Myanmar's Military Government

**Memo 2 Due Sunday, November 24 by 11:59 pm, uploaded to Canvas**

**Week 9: Social Enterprises and Social Entrepreneurship (November 25 & 27)**

Readings:

- Schmitz, Bjorn (2015) "Social Entrepreneurship, Social Innovation, and Social Mission Organizations: Toward a Conceptualization" in Ram A. Cnaan and Diane Vinokur-Kaplan (eds) *Cases in Innovative Nonprofits: Organizations that Make a Difference*. Thousand Oaks, CA: Sage. (pp. 17-42)
- Case: VisionSpring: Business Model Iteration in Pursuit of Vision for All (2017), by Erin Worsham, Robyn Fehrman, and Cathy Clark. Published by the Global Innovation Exchange. Accessible at: <http://scalingpathways.globalinnovationexchange.org/resources/scaling-pathways-case-study-visionsspring>

**Week 10: The Future of the Nonprofit Sector and Wrap-Up (December 2 & 4)**

Readings:

- Leroux and Feeney, Chapter 10

**FINAL EXAM DATE Monday, December 9 at 10:15.**