



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 2021 (CRN: 15202)

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Class Time: Mondays and Wednesdays, 2-3:20, Lillis 182
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?

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 Sciences group. There are no prerequisites for this course.

Competencies

By completing this course, students will be able to:

- Define what the nonprofit sector is and why it exists.
- Describe 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 able to interpret different sources of information regarding the nonprofit sector found in the media and in 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.

Covid Contingencies

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

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 to do your own work at all times. 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) 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 student's 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.

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.

Sexual Violence, Harassment and Survivor Support

I am a Student-Directed Employee, which means I will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructors of this class are required to report all other forms of prohibited discrimination or harassment to the university administration.

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-SAFE [7244], or the non-confidential Title IX Coordinator/OICRC at 541-346-3123.

Students experiencing any other form of prohibited discrimination or harassment can find information and resources at investigations.uoregon.edu or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available in the [Employee Responsibilities section](#) of the Office of Investigations and Civil Rights Compliance website.

Specific details about confidentiality of information and reporting obligations of employees can be found at investigations.uoregon.edu/employee-responsibilities.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

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.

Grade Composition

Homework Assignments	Two at 10 points (10%) each	20%
Participation	Lectures and Discussion sections	10%
Group Presentation	Team presentation in discussion section	10%
Reading Quizzes	One quiz to be completed by the end of each week. Full credit when completed on time. 1% each week.	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%

Covid and Assignments, Quizzes and Tests

Please don't come to class if you are feeling sick. In the event you are not able to attend class due to illness or quarantine, please follow the following steps to make up your participation points and keep up to date with course content:

- 1) Notify your GE and/or instructor of your absence
- 2) Request a link to that week's lecture(s) from your GE/Instructor
- 3) Listen to the lecture and write a 250 word paragraph listing 3 things you learned from the lecture and 2 questions you still have. Email your GE your paragraph.
- 4) Make sure you complete weekly quiz online.

If you are unable to complete these steps and/or meeting other deadlines, please let your GE and the instructor know and we will work with you on a plan to make up the work.

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 3-4 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 one quiz each week on course content based on readings and lectures, with 2-3 questions. You will receive 100% for simply completing each quiz on time. No makeups allowed. Due Sundays at midnight. 1% each for 10% of total grade.

Midterm Exam:

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

Final Exam:

The online 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 Duck Store, or you can purchase/rent online.
- Other readings on Canvas as assigned in the syllabus.

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 smartphone. 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/PPPM280F21>.
- 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 Canvas

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

Week 1: Intro to the Nonprofit Sector (September 27 & 29)

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 4 & 6)

Readings:

- Leroux and Feeney, Chapters 2-3

Week 3: Mission, Ethics and Accountability (October 11 & 13)

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 17 by 11:59 pm, uploaded to Canvas

Week 4: Government-Nonprofit Relationships (October 18 & 20)

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 25 & 27)

- **MIDTERM First Session, Monday October 25 at 2pm**Readings:
- Leroux and Feeney, Chapters 4-5
- Leete, Laura (2010). "The Valuation of Volunteer Labor" in Bruce Seaman and Dennis Young (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 1 & 3)

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 8 & 10)

Readings:

- Leroux and Feeney, Chapter 7 and 8

- CASE: Planned Parenthood

Week 8: Social Enterprises and Social Entrepreneurship (November 15 & 17)

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)
- Ganz, M., T. Kay and J. Spicer (2018). "Social Enterprise is Not Social Change", Stanford Social Innovation Review. View at: https://philanthropynewsdigest.org/columns/ssir-pnd/social-enterprise-is-not-social-change?utm_medium=email&utm_source=pnd&utm_campaign=pndconnections2
- CASE: BioLite: Innovative Design for Global Solutions

Memo 2 due Sunday, November 21 11:59 pm, uploaded to Canvas

Week 9: Nonprofits from an International Perspective (November 22 & 24)

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

Week 10: The Future of the Nonprofit Sector and Wrap-Up (November 29 & December 1)

Readings:

- Leroux and Feeney, Chapter 10

FINAL EXAM DATE: Monday, December 6, 2:45pm ONLINE