

## School of Planning, Public Policy and Management



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

#### PPPM 280: Introduction to the Nonprofit Sector Winter 2023 (CRN: 24258)

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Namedrop link for pronunciation: <https://namedrop.io/kaushalsapkota>

**Class Time: Mondays and Wednesdays, 10-11:20, 220 Chapman**  
**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.

### **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**

The University has recently updated their incomplete policy. Now, students must request an incomplete here: <https://registrar.uoregon.edu/current-students/incomplete-policy>. The link also includes information about the policy and eligibility for an incomplete. Once completing this form, I will be notified of the request and will either accept or deny the request in writing. If accepted, we will come to an agreement in writing about expectations for completing any missing course components.

### **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](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 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](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 [uoac@uoregon.edu](mailto:uoac@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](http://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](http://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](http://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%

### **Missed Class Makeup**

Participation is worth 10% of the class grade, and is accomplished through attendance and participation in Socrative while in class (see below), as well as attendance and participation in your discussion sections. However, 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 other reasons, please follow the following steps to make up your participation points for each lecture missed and keep up to date with course content:

- 1) Get notes from a classmate/review class slides and keep up with readings
- 2) After reviewing the week's material, Pick one nonprofit organization that is working on the topic for the week. Complete a 1 page reflection (about 250-500 words) on what group you picked, their mission and activities and how it relates to that week's topic and readings. Note, you can't pick one of the examples used in the lecture – choose another.
- 3) Upload your makeup assignments to Canvas using the makeup assignment link (note, you can upload multiple assignments to the same prompt if needed).
- 4) Submit by the Sunday night of the lectures you missed for full credit. (For example, if you missed Monday class, your makeup is due the following Sunday by midnight).
- 5) Make sure you complete the weekly quiz online and any other assignments that are due.

Note, you should complete the makeup assignment for EACH lecture missed. So, if you miss both lectures in one week, please submit a reflection covering two nonprofits and relate it to the readings for the week. 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. Please see above for a makeup assignment option.

### **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. You will have 90 minutes during the exam day at any time to complete the exam. No makeups will be provided. It will be open book and open-note. The midterm will account for 25% of your final grade.

### **Final Exam:**

The online final exam will be held finals week. Once you start the exam, you will have two hours to complete it. It will be due Friday, March 24 at 12:15pm. No makeups will be provided. It will be open book and open note. 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):**

- Mason, Dyana P. "Introduction to the Nonprofit Sector". Available at <https://opentext.uoregon.edu/intrononprofit/>. This is an open-access textbook and can be downloaded if desired, or reviewed 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://tinyurl.com/NonprofitW23>.
- 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 (January 9 & 11)**

Readings:

- Mason, Preface and Ch 1
- Explore the sections of “America’s Nonprofits” at <https://www.councilofnonprofits.org/americas-nonprofits> including the sections on community impact, advocacy impact and economic impact.

**Week 2: Leading Theories of the Nonprofit Sector (January 16 & 18)**

**NO CLASS Monday, January 16 for MLK day**

Readings:

- Mason, Chapter 2
- Nonprofithub.com “A Brief History of Nonprofit Organizations (And What We Can Learn)”. At <https://nonprofithub.org/a-brief-history-of-nonprofit-organizations/>

**Week 3: Mission, Ethics and Accountability (January 23 & 25)**

Readings:

- Mason, Chapter 3
- CASE: Standards for Child Sponsorship Agencies

**Memo 1 due Sunday by 11:59 pm, uploaded to Canvas**

**Week 4: Government-Nonprofit Relationships (January 30 & February 1)**

Readings:

- Mason, Chapter 4
- 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 (February 6 & 8)**

- **MIDTERM Monday, February 6 – No Class session. Instead take online midterm.**
- Mason, Chapter 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 (February 13 & 15)**

Readings:

- Mason, Chapter 6
- Leonhardt, David (2008). “What Makes People Give?” *New York Times Magazine*, March 9
- The Economist,(2020) “Charity: How Effective is Giving”  
<https://www.youtube.com/watch?v=QaN6ibm5r-I>

**Week 7: Advocacy and Protest Movements (February 20 & 22)**

Readings:

- Mason, Chapter 7
- CASE: Planned Parenthood

**Week 8: Social Enterprises and Social Entrepreneurship (February 27 & March 1)**

Readings:

- Mason, Chapter 8
- 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](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, 11:59 pm, uploaded to Canvas**

**Week 9: Nonprofits from an International Perspective (March 6 & 8)**

Readings:

- Mason, Chapter 9
- 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 (March 13 & 15)**

Readings:

**FINAL EXAM DATE: Friday, March 24 10:15 am ONLINE**