



School of Planning, Public Policy and Management



PPPM 280 – INTRODUCTION TO THE NONPROFIT SECTOR CRN 24418 CLASS SYLLABUS — WINTER 2024

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Office Location / Hours:	106 Hendricks: Mon and Wed 9:00 – 10:00 am; Mon 3:00 – 4:00 pm	
Class Days and Time:	Mondays and Wednesdays: 10:00 – 11:20 am	
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Office Hours:	Mondays and Wednesdays: 8:30 – 9:30 am	Tuesdays: 11:30 am – 12:30 pm Wednesdays: noon – 1:00 pm

Course Description

The nonprofit sector (also referred to as the independent, voluntary, civic, or charitable sector) is the third sector in American society, after the business (for-profit) and government sectors. Nonprofits are a vital part of American society, employing millions of people and having an economic impact of about \$1.25 trillion annually.

In this class, I want to expose you to the variety of nonprofits that exist. You might think of nonprofits as just social benefit organizations (e.g., Food for Lane County, HIV Alliance, etc.), but there are many other types of nonprofits that touch our lives. In exposing you to nonprofits, I will also compare and contrast the nonprofit sector to the government and business sectors.

This is an introductory class, so I'll take the Petri dish approach – I want to cover the breadth of the nonprofit sector, but I can't provide enough depth to give you a thorough understanding of the sector.

There are no prerequisites for this class, and it satisfies the social science group requirements. The class also satisfies the introductory requirement for the Minor in

Nonprofit Administration within the School of PPPM. If you're still interested after this class (and I hope you still are), you'll have opportunities to explore the sector in more detail in other PPPM classes.

Learning Outcomes

Upon successful completion of this course, students will have:

1. Increased their understanding of the history, breadth, impact, size, composition, and legal foundations of the nonprofit sector in the United States. The sector touches our lives in many ways, and I want to increase your awareness of the impacts the sector has had, and will have, on your lives.
2. Increased their understanding of issues related to diversity, equity, and inclusion, especially as it relates to nonprofit organizations, and how they engage with marginalized populations.
3. Engaged with the material in small-group discussion. I want you to be able to think about and discuss the course content, both as a class and in smaller groups during Friday discussion section that will provide more opportunities for interaction.
4. Pursued a topic of interest to you within the nonprofit sector in more depth than the class provides.
5. A fundamental understanding of the sector to prepare you for any subsequent classes in PPPM dealing with nonprofits.

Teaching Philosophy

I subscribe to three models of learning that guide my classroom instruction:

- *Constructivism* (Duffy and Jonassen, 1992) posits that people construct their own understanding and knowledge of the world by experiencing things and reflecting on those experiences. New knowledge builds upon our previous ideas and experience. Ideally, learning happens in collaboration with others.
- *Experiential learning* (Kolb, 1984) supports students in applying the knowledge and conceptual understanding gained in the classroom to real-world problems or situations. Experience (including mistakes) provides the basis for the learning activities. Adults are most interested in learning that has immediate relevance and impact to their career or personal life, and their learning is problem-centered rather than content-oriented.
- *Relational-cultural theory* (Miller, 1976) proposes that successful relational connections—interactions that are mutually empathic and mutually empowering—are vital to individual and shared learning, as well as emotional growth and health (Miller & Stiver, 1997). RCT's key tenets are trust, mutual empathy, and growth-in-connection, which is essentially the enhanced ability to learn and progress through healthy, growth-fostering relationships.

Textbook and Course Materials

LeRoux, Kelly, and Feeney, Mary K. (2015). *Nonprofit Organizations and Civil Society in the United States*. New York, NY: Routledge. ISBN 978-0-415-66145-4. Available as an e-book from the library.

I will post additional reading materials and videos on Canvas at <https://canvas.uoregon.edu>

Grading

This class either is offered on a graded basis for majors, and either graded or pass/no pass basis for non-majors. Your grade will be determined by your performance on the following:

Attendance and Participation:	
Friday discussion section	10%
Weekly Reflections (7 of 9)	20%
Cumulative Reflection	10%
3-2-1 Reading Responses (6 of 7)	15%
Research Assignments (2)	10%
Presentation (in your discussion section)	10%
Final Assignment:	
Topic Submission	5%
Nonprofit Engagement or Research Project	20%
TOTAL	100%

Course Structure

This course intends to expose students to the broad topic of the nonprofit sector. Within the topic, there is significant room for flexibility. We will mix lecture, small group and whole group discussion, and class visits from staff at area nonprofits.

This class also includes discussion sessions that meet on Fridays, led by Charis and Kaushal. These sessions provide an opportunity for student to have discussions about additional class content in a less intimidating environment that allows for more student engagement.

Course Website

The course website is located on the University of Oregon's Canvas system (<https://canvas.uoregon.edu>). The class syllabus, supplemental readings, and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address, as I will use this email address to communicate with you.

Accessibility

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. **If you encounter any barriers, please let me know, and I will fix them, because they are my fault.** You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541.346.1155 or uoaec@uoregon.edu.

Diversity

The University of Oregon values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. This course is committed to upholding this principle by encouraging the exploration, engagement, and expression of different perspectives and diverse identities. I will value each class member's experiences and contributions, and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles. For additional resources, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion: 401 Tykeson Hall or 541.346.3175 or <http://inclusion.uoregon.edu/>
- Center on Diversity and Community: 54 Susan Campbell Hall or 541.346.3212 or <http://codac.uoregon.edu/>
- Bias Education and Response Team (BERT): 164 Oregon Hall or 541.346.3216 or brt@uoregon.edu

Statement Regarding Title IX and a Safe Learning Environment Free from Discrimination and Harassment

The UO is committed to providing an environment free of all forms of discrimination, harassment, and assault. This includes conduct that unreasonably discriminates among individuals on the basis of race, color, gender, national origin, ethnicity, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, or gender expression. It also includes sexual and physical assault, domestic and dating violence, and gender based stalking. We support Title IX.

If you, or someone you know, has experienced or experiences harassment or discrimination that is sufficiently severe or pervasive that it interferes with work or academic performance—or if you have experienced sexual or physical assault in any form—the UO has staff members trained to support and make sure you are aware of the range of options available to you and have access to the resources you need. You may choose whether or not to access these resources.

Students wishing to pursue a complaint involving discrimination or harassment should contact the Office of Affirmative Action & Equal Opportunity at 541.346.3123 or <http://aaeo.uoregon.edu>. If you wish to speak to someone confidentially regarding sexual assault or harassment, call 541.346.SAFE, UO's 24-hour hotline, or visit the SAFE website, <http://safe.uoregon.edu>. The University Health Center and University

Counseling and Testing Center can provide assistance and work confidentially with students.

Center for Multicultural Academic Excellence

The CMAE is a place where students are empowered, engaged, and nurtured for success. Their vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. CMAE's mission is to promote student retention and persistence for historically underrepresented and underserved populations. They develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond. Call 541.346.3479, email cmae@uoregon.edu, or visit Suites 164 and 165 in Oregon Hall.

Mental Health

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may impact your academic performance or reduce your ability to participate in daily activities. The University of Oregon is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus via <https://health.uoregon.edu/mental-health> or by calling 541.346.2770.

Life's Challenges

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in school, is urged to contact the Dean of Students for support. Furthermore, please let me know as well if you are comfortable in doing so. This will enable me to provide any resources that I have access to. **I care about you as an individual and your health and well-being beyond your role as a student in this class.**

Incomplete Policy

A grade of "**I**" (**Incomplete**) represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes shall be granted when the instructor determines that the student meets all the following criteria. The student:

- Has been making satisfactory progress on coursework as determined by the criteria in the syllabus;
- Has been active in the course;

- Is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (End of Week 7 of Fall/Winter/Spring terms; variable dates for summer courses);
- Is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- Requests an Incomplete by 5pm the last day of finals week for the term.

If additional class attendance or instruction is required to complete course requirements, the instructor shall not issue an Incomplete. Lack of engagement, poor performance, or a desire to repeat the course are unacceptable reasons for issuance of the “I” mark. Requests for an incomplete mark are initiated by the student and will require a formal agreement to be created with the instructor. Incomplete grades can only be granted by instructors and instructors are under no obligation to grant students an incomplete grade if in their judgment the criteria stated above are not met. Learn more about the process: <https://senate.uoregon.edu/senate-motions/us2122-22-revised-incomplete-policy>.

Academic Honesty

The [University Student Conduct Code](#) defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without “the express written permission of the instructor(s).” Academic misconduct is prohibited at UO. I report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course.

While unauthorized help and use of sources is prohibited, learning together and citing sources is crucial! If at any point in the term you are unsure about whether a behavior aligns with academic integrity in our course, please contact me. I welcome your questions about what academic integrity looks like in our class. The bottom line is this: don’t cheat. Doing so puts both student and instructor in uncomfortable positions and getting caught has serious consequences for your career as a student. And if you feel undue pressure from the workload in this class, come talk to me.

Assignments

There is a variety of requirements for this class. Listed below are general descriptions of each class assignment; I will provide additional detail on each assignment as the term progresses.

Attendance and Participation (10%)

You registered for this class because you were interested in learning more about the nonprofit sector, so the best way to accomplish that goal is to attend class all three days we meet each week. If you can’t attend class, you should coordinate with your classmates to ensure you are current with class content.

Your attendance and participation grade will be based on your Friday discussion section. Participation in the Monday and Wednesday classes is encouraged and recommended but not required, and can be demonstrated by contributing to whole-class discussions and/or making meaningful contributions (e.g., asking questions, adding additional information, connecting discussion topics to current events, etc.).

If you missed a Friday discussion section, and you want to make up your A&P grade, check with Charis or Kaushal.

Weekly Reflections (20%)

The process of writing transforms our cognitive abilities because it forces us to process the contents of our working memory through the external manipulation of written sentences and words (Menary, 2007). In this class, you will reflect on your learning on a regular basis.

Reflection provides insight to you and me. The more information I can gather about what is getting in the way of student learning, the better prepared I am to help you meet your goals (Hughes). With reflection, you are taking more responsibility for your learning, so the student-teacher relationship is cooperative and productive.

The weekly reflections are a way to capture your learning while it's happening, and give you an added perspective on your progress throughout the term. The purpose is to have you think about your learning, **not** summarize the week's activities. Each week you'll be expected to write about 1-1½ pages (500 words) on your thoughts about what you're learning.

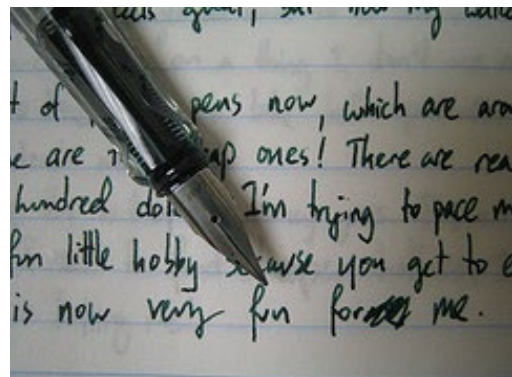
Your reflection should:

- Contain references and reactions to all/most readings, videos, class discussions, and learning since your last reflection and *occasionally*
- Connect an element of class content with something happening in the world outside of class, either nationally, locally, or in your own life

A reflection is due for each of the first 9 weeks, but you can skip two, as I will only count your 7 highest scores. Reflections should be posted on Friday night, uploaded to Canvas.

Cumulative Reflection (10%)

You will write a final 1,000-word reflection, due at the end of the term, that summarizes your learning over the course of the term. It is an opportunity to think about your learning, talk about elements of this class that surprised you, confirmed what you already knew, and share any new observations / directions you developed as a result of being a student in this class.



3-2-1 Reading Responses (15%)

We will be reading and discussing a chapter from the LeRoux and Feeney book most every Monday. For chapters 2-7 and 10, I would like you to post the following in a single document to Canvas (see Schedule and Readings for dates):

- After you read the chapter, choose and describe the **three** most important aspects (concepts, issues, factual information, etc.) of the reading, justifying your choices (2-3 sentences each).
- Identify **two** aspects of the reading you didn't understand, and briefly discuss why these confusing aspects interfered with your general understanding of the reading (1-2 sentences each). You may find more than two confusing elements, so put them in priority order and limit yourself to the two most important ones. If there really weren't any confusing elements in the chapter, note that instead.
- Pose **one** reading response question, written in an open-ended fashion to facilitate discussion, and in such a way that affords the opportunity for multiple valid responses (e.g., starting with *how*, *why*, or *to what extent*). These questions will form the basis for in-class discussions of the chapter content.

There are seven 3-2-1 assignments; I will count your top 6 scores, so you can miss one.

Research Assignments (10%)

You will have two short assignments to conduct research on nonprofit organizations of your choosing. I'll provide more details on these assignments as the term progresses.

Presentation (10%)

You will make a presentation as part of a team in your Friday discussion section. Students will be assigned groups and select their topic and presentation week early in the term.

Final Assignment Topic Submission (5%)

I think it's important that you as students have input on your learning, so I am providing two options for you to complete this final assignment.

I want to encourage and incentive you to get an early start on whichever option you choose, so I am asking you to submit a brief description of either your nonprofit engagement activities or your research topic. We will discuss this in more detail later in the term. This assignment is due at the end of week 8. **No late submissions will be accepted.**

Final Assignment (20%)

Final Assignment Option 1: Nonprofit Engagement

Select a nonprofit, either locally or in or near your home town.

1. Analyze the sector in which the nonprofit operates in their local area (e.g., animal welfare organizations in the Eugene-Springfield area) that would include a listing of similar organizations, the services they provide, and how similar they may be to your chosen nonprofit.
2. Volunteer (4 hours minimum, spread out over at least two days) with the nonprofit during this term. You can start here to search for local opportunities: <https://www.volunteeruwlane.org/> or <https://www.volunteermatch.org/search>
3. Attend a meeting of the nonprofit's board of directors **OR** interview a staff member. If you choose to conduct an interview, develop a list of questions prior to the interview that might focus on the history of the organization, the career development of the interviewee, or any other area of interest you might have.

Choosing this option will require you to start during the first few weeks of the term, so don't delay if you're interested in this option.

4. Write a 2,000-word paper that includes:
 - Your sector analysis
 - A discussion of your volunteer activities and the meeting you attended or your interview
 - Your reflection on your activities and what you learned

Final Assignment Option 2: Research Project

Write a 3,500-word paper on a topic within the nonprofit sector that interests you. Feel free to talk to me or one of the GEs about your topic idea if you'd like. The easiest way to approach a paper like this is to:

1. Start with a topic that interests you (e.g., homelessness and nonprofits, DAFs, volunteerism)
2. Identify and read as much as you can about the topic area
3. Use the results of your reading to both identify sources and also help you refine / narrow your topic
4. Propose a research question (e.g., *What are the approaches nonprofits in Oregon are using to address homelessness?*) and frame the paper as your attempt to answer the research question

I am also open to alternative ways you might suggest to complete this final assignment, which could include creating a video. As an example, take a look at this video submitted in fall 2020: <https://bit.ly/280assignment>, and this one from winter 2021: https://www.youtube.com/watch?v=KmbcspH8f_M.

If you choose Option 2, and want to do something besides a research paper, please discuss your ideas with me before proceeding. Here are some additional considerations:

- Proof your work before submission. Just like you would re-read a paper before submitting it for a grade, watch your completed video (if that's what you decide to do) from beginning to end before submission to ensure that the audio is clear and was captured throughout your video.

- This should be your work, not something you are re-purposing. So just like a 5-page paper wouldn't include three one-page quotes, I don't want you to submit a ten-minute video that includes several two-minute videos you found online and inserted into your project.
- I will evaluate your product in part on the apparent effort that went into creating your submission. So before starting think about how long you might spend in writing an equivalent research paper, and be prepared to expend a similar amount of time and effort on this project.
- Don't forget to cite your sources (maybe on a slide at the end), just as you would in a research paper.

Schedule and Readings

The following schedule may be adjusted as we move through the term depending on student's interests and the length of time we discuss particular issues.

Week	Day	Date	Topic	Content for the week	Assignments due this week
1	Mon	1/8	Introduction to the class / review syllabus		
	Wed	1/10	Defining the Nonprofit Sector	L&F Chapter 1 See this week's Canvas module	
	Fri	1/12	Introductions and presentation overview		Week 1 Reflection (Fri)
2	Mon	1/15	NO CLASS – MLK HOLIDAY OBSERVED		
	Wed	1/17	History of the Nonprofit Sector	See this week's Canvas module	
	Fri	1/19	Ted Talks / Current Event Discussion		Week 2 Reflection (Fri) 3-2-1 Assignment (Sun)
3	Mon	1/22	Historical and Legal Foundations of the Sector	L&F Chapter 2	
	Wed	1/24	Nonprofit Taxonomy	See this week's Canvas module	
	Fri	1/26	Ted Talks / Current Event Discussion		Week 3 Reflection (Fri) 3-2-1 Assignment (Sun)
4	Mon	1/29	Theories of the Nonprofit Sector	L&F Chapter 3	
	Wed	1/31	Diversity, Equity and Inclusion in the Nonprofit Sector	See this week's Canvas module	
	Fri	2/2	Ted Talks / Current Event Discussion		Week 4 Reflection (Fri)

Week	Day	Date	Topic	Content for the week	Assignments due this week
					3-2-1 Assignment (Sun)
5	Mon	2/5	Nonprofits and Community Building	L&F Chapter 4	
	Wed	2/7	Guest speakers – <i>The Contingent</i>	See this week’s Canvas module	
	Fri	2/9	Ted Talks / Current Event Discussion		Week 5 Reflection (Fri) Research Assignment 1 (Sun) 3-2-1 Assignment (Sun)
6	Mon	2/12	Community Service and Voluntary Action	L&F Chapter 5	
	Wed	2/14	Guest speakers – CASA	See this week’s Canvas module	
	Fri	2/16	Group Presentations		Week 6 Reflection (Fri) 3-2-1 Assignment (Sun)
7	Mon	2/19	The Influence of Nonprofit Organizations on the Political Environment	L&F Chapter 7	
	Wed	2/21	Guest speakers – <i>Kaushal Sapkota</i>	See this week’s Canvas module	
	Fri	2/23	Group Presentations		Week 7 Reflection (Fri) 3-2-1 Assignment (Sun)
8	Mon	2/26	Philanthropy, Foundations and Giving	L&F Chapter 6	
	Wed	2/28	Philanthropy, Foundations and Giving II	See this week’s Canvas module	
	Fri	3/1	Group Presentations		Week 8 Reflection (Fri)

Week	Day	Date	Topic	Content for the week	Assignments due this week
					Topic Submission (Sun)
9	Mon	3/4	Donor-Advised Funds (DAFs)		
	Wed	3/6	Guest speakers – <i>Rehearsals for Life</i>	See this week’s Canvas module	
	Fri	3/8	Group Presentations		Week 9 Reflection (Fri) Research Assignment 2 (Sun) 3-2-1 Assignment (Sun)
10	Mon	3/11	The Future of Nonprofits and Civil Society	L&F Chapter 10	
	Wed	3/13	Other Organizational Models Class Evaluation	See this week’s Canvas module	
	Fri	3/15	Group Presentations		Cumulative Reflection (Fri)
FINALS	Mon	3/18	No class meeting – Final assignment due Wed at 12:15 pm		

No late work will be accepted after Wednesday, March 20 at 12:15 pm