



**THE OHIO STATE UNIVERSITY**

**JOHN GLENN COLLEGE OF PUBLIC AFFAIRS**

**Public Affairs 2150: Introduction to Nonprofit Organizations**

Spring, 2017

Tuesdays and Thursdays 3:55-5:15

Page Hall 020

Credit Hours: 3

**Instructor: Dani Robbins**

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Office Hours: By appointment (emails, preferable to calls, will be returned within 24 hours)

**Course Description**

The nonprofit sector serves a vital role in society, covering a range of types of institutions, organizations, and activities. The sector is unique in that it aims to address important societal needs that neither business nor government fulfill. It has grown in size, sophistication, impact, and influence over the past thirty years, and, as a result, there is an ever-growing body of research aimed at understanding the nonprofit sector, as well as attempts to professionalize the field. This course is divided into two sections to provide students with a comprehensive overview of the origins, scope and best practices of the nonprofit sector:

- Section I covers the overview of the sector, its origins, variations, size, scope, and institutions that make up the nonprofit sector and the current challenges and opportunities.
- Section II moves from historical context, current trends and theory to exploring how nonprofits impact values, beliefs and norms.

Through a unique combination of readings, writings, presentations, discussions, and guest speakers, students will gain an understanding of the challenges and opportunities within the sector as well as key considerations for how nonprofits impact individuals and society.

**Course Goals/ Student Learning Objectives**

This course is designed to introduce students to the world of nonprofit organizations.

The course will expose you to:

- The wide range of activities and types of institutions that come under the label of nonprofit
- Key intellectual traditions, including an understanding of the concepts of civil society and social capital, and how they relate to the nonprofit sector

- The challenges and opportunities nonprofits seek to impact
- How the sector shapes the larger society

### Required Text and Readings

The required texts for this course are:

LeRoux, Kelly & Feeney, Mary K., (2015) Nonprofit Organizations and Civil Society in the United States. NY: Routledge

Readings as listed in the syllabus

Additional readings may be posted to the Carmen website.

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

### Course Requirements

#### Grading:

The final course grade will be based on the following:

- 10% Attendance/Participation
- 15% Timeline Reflection on Lifetime Involvement with Nonprofits
- 20% First Exam
- 15% Debate Position Paper
- 20% Presentation on Philanthropist or Social Activist (group project)
- 20% Final Exam

93 - 100	A	80 - 82	B-	68 - 69	D+
90 - 92	A-	78 - 79	C+	64 - 67	D
88 - 89	B+	73 - 77	C	63 & below	E
83 - 87	B	70 - 72	C-		

### Readings

Success in this course will have four components: reading; participation, work (including writing) and thought leadership. Please complete readings prior to the date shown on the syllabus (in preparation for that class session). It is recommended that you bring the reading materials with you to class for activities and discussion, as well as any notes you have taken while reading. Note taking while reading is encouraged, especially if this is your first foray into the world of nonprofits.

### **Attendance, Participation and Professionalism**

There will be name tents at the front of each class. Please select yours, place it at the front of your desk and then return it at the end. I will use the cards to note who is and is not in attendance. If you prefer a name other than the name by which you are registered, please email me and I will create your name card accordingly.

Class attendance and participation will contribute to your successful completion of this class. There may be periodic pop quizzes in the event students are not consistently prepared for class discussions.

If you will be absent from class, please communicate your absence to me prior to the beginning of class when at all possible and make arrangements to obtain the notes and handouts. Please understand that notes and handouts will not replicate the class experience, nor will it contribute toward your participation grade. You will be allowed two absences. 1.5 points will be deducted from your participation grade for additional absences.

### **Electronic Policy**

You may use whatever method you choose to take notes, including electronic devices. It is expected that you not use such devices for anything other than class related activities during class time. If this permission is abused, it will be rescinded.

### **Papers, Projects and Exams:**

**Timeline.** This assignment allows you to reflect on how nonprofits have and may affect your life. Your timeline will show at least ten nonprofits that have influenced your past or that you hope will influence your future. Note which nonprofits have influenced your attitudes and values, particularly those related to appreciation, tolerance and equality of others. Note the types of nonprofits that you hope to be involved with in the future and in what capacity you expect this involvement to be. The timeline report should be from 3 ½ to 4 pages of double-spaced text in addition to the timeline diagram you provide. As possible, provide the specific name of each nonprofit as well as a brief description of its mission. I would be happy to review your draft up to 5 days in advance of when its due and provide suggestions for improvements. Timelines are due by midnight of Thursday January 31st.

**Midterm and Final Exams.** The exams will reinforce key ideas from the readings and in-class lectures and activities. They will test your knowledge of course concepts and your ability to understand key debates in the nonprofit and voluntary sector. The midterm will be Thursday February 16th. The final exam will be May 1<sup>st</sup> at 6pm.

**Debate Position Paper.** You may write one, or two should you choose, position paper on your choice of the debates noted in the schedule below. The best paper grade will be used to calculate your final grade. Each paper will be 1 ½ - 2 pages double-spaced: present arguments on both sides of the debate; then choose a side and explain your rationale for your position. Papers are due prior to the start of class on the day the debate topic is discussed. Debate papers will be accepted early and will be graded as per the posted rubric.

Debates may or may not be directly related to the class readings. It is expected students will find additional sources when they are not or when their arguments will be furthered. In all cases, debate papers are expected to be supported. Please include the debate question in your paper.

**Group Presentation on Philanthropist or Social Activist.** You will be assigned to a small group of three to four students to give an eight to nine minute presentation to the class on a philanthropist or social activist of your choice. No duplications allowed for the person chosen. The presentation should explain what this person did or is doing as a philanthropist or social activist, provide a brief biographical sketch, and explore what may be this person's values, beliefs, motivations, and sense of identity. Discuss whether this person was or is acting consistently with their community's and the broader society's norms. Be prepared to answer questions about your subject.

Presentations will be judged on the effectiveness of delivery, accuracy of information and the quality of the presentation. A hard copy presentation (not a link) of your group's presentation must be put in the Carmen dropbox by the beginning of class on the first day of presentations on Thursday March 9<sup>th</sup>. Peer evaluations are due before class on the day your team will present. The presentation schedule will be decided in class and groups must present the materials that were submitted. Additionally, each member of your group will be responsible for submitting a peer evaluation of each other member of the group based on level of participation and contribution. The rubrics for both the project and peer evaluations will be posted on Carmen.

### **Academic Integrity (Academic Misconduct)**

(From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>)

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#) and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [Code of Student Conduct](#) is never considered an "excuse" for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include

The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>

*Ten Suggestions for Preserving Academic Integrity:*

<http://oaa.osu.edu/coamtensuggestions.html>

*Eight Cardinal Rules of Academic Integrity:* [www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html)

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

### **Writing Style and Citations**

This course offers you an opportunity to improve your writing skills. By the time you graduate from Ohio State, you should be able to write succinctly, clearly, and thoughtfully. All written work for this class should be well organized, written, and edited. If you have concerns about your writing or struggle with writing, consider working with OSU's Writing Center (<http://cstw.osu.edu/>).

All work should be original. **Paraphrasing or quotation of other's works (including, but not limited to, information from websites, promotional materials, lecture slides, and texts) without proper attribution will not be accepted. When in doubt, include a citation.**

Citations must be included using a standard reference format (APA, Chicago, or MLA). For help with citations, please see the University's online style guides available at <http://library.osu.edu/help/research-strategies/cite-references/>. The main objective is for students to cite their work consistently and accurately.

### Late Assignment Policy

Assignments are due to the Carmen dropbox on the date and time it is due. Failing to submit your assignment on time will result in a late penalty of half of a letter grade for *EACH DAY* it is late (e.g., from 100% to 95% to 90%, etc.). The first minute after the due time will be considered a day.

### Grade Appeals

Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear *written* explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. If I re-grade the assignment, I will re-grade the *entire* assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

### Glenn College Diversity Values Statement:

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

### Mental Health Policy

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 lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4th Floor of the Younklin Success Center and 10<sup>th</sup> Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

### Turnitin

When you submit items to Dropbox, Turnitin's "OriginalityCheck" is turned on. See the OSU website: <http://odee.osu.edu/resourcecenter/carmen/dropbox-turnitin-suite#overview>. OriginalityCheck is a service that scans your entire submission and then compares your text to other works (including your own) to determine how much

of your paper matches. See the following web page for best practices when writing your homework and papers: <https://odee.osu.edu/resourcecenter/carmen/dropbox-turnitin-suite-students>

### **Sensitive Content Warning Statement**

I do not expect this to be the case, but it is possible that some contents of this course may involve media or topics that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

### **Accommodations for Students with Disabilities**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

# CLASS SCHEDULE

## SECTION I.

### Session 1. Tuesday, January 10th

Introductions, Course Outline and Expectations

### Session 2. Thursday, January 12th

*Reading:* LeRoux and Feeney Chapter 1, Defining the Nonprofit Sector and Civil Society

**Class exercise:** Pick a partner or work alone. Define what a nonprofit is and is not.

### Session 3. Tuesday, January 17th

*Reading:* LeRoux and Feeney Chapter 2, Historical and Legal Foundations of the Nonprofit Sector

Donor Advised Funds

<http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000481-Discerning-the-True-Policy-Debate-over-Donor-Advised-Funds.pdf>

**Class exercise:** Would you open a Donor Advised Fund? Why or why not?

### Session 4. Thursday January 19th

*Reading:* LeRoux and Feeney Chapter 3, Theories of the Nonprofit Sector

**Class exercise:** Which theory resonates the most with you? Have you seen any play out?

### Session 5. Tuesday, January 24th

*Readings:* LeRoux and Feeney Chapter 4, Nonprofit and Community Building

Why the NFL Decided to Start Paying Taxes (Pinsker, *The Atlantic*, 2015)

**Class exercise:** Should sports leagues be nonprofits? How are they different from other associations?

### Session 6. Thursday January 26th

**Please bring your timeline**

*Reading:* LeRoux and Feeney Chapter 5, Community Service and Voluntary Action

**Class exercise:** Choose a partner and compare your timelines. Discuss what might explain similarities and differences. Assess whether your race, gender, sexuality, disability, class, ethnicity, and religion might affect your involvement in the pluralistic

institutions and cultures of the United States.

### **Session 7. Tuesday January 31<sup>st</sup>**

*Reading:* LeRoux and Feeney Chapter 6, Philanthropy, Foundations, and Giving

**Class exercise:** Pick a partner and answer why you believe donors should be able to support whatever they choose or if their support should address the needs of their community.

**Timeline due by midnight**

### **Session 8. Thursday February 2<sup>nd</sup>**

*Readings:* LeRoux and Feeney Chapter 7, The Influence on Nonprofit Organizations on the Political Environment

The Good, Bad and Ugly of Proposed IRS “Dark Money” Regulations (Cohen, Nonprofit Quarterly, 2013)

**Class exercise:** Groups of 4 - Quick research on PACs, Super PACs, and Citizen United. What is the impact?

### **Session 9. Tuesday February 7<sup>th</sup>**

*Reading:* LeRoux and Feeney Chapter 8, Nonprofit and Voluntary Activism: Social Movements and Protests Politics

**Class exercise:** What social movement speaks to you? Why? 5 minutes to research and report

### **Session 10. Thursday February 9<sup>th</sup>**

*Reading:* LeRoux and Feeney Chapter 9, Economic Contributions of Nonprofit Organizations

**Class exercise:** Is the term nonprofit the right term for our sector? What are the costs and benefits of defining ourselves by what we’re not? Pick a partner, quickly research both sides of the conversation, discuss and present a new term, defend the current term or argue why the entire conversation is a distraction.

### **Session 11. Tuesday February 14<sup>th</sup>**

*Reading:* LeRoux and Feeney Chapter 10, The Future of Nonprofits and Civil Society

**Class exercise:** Envision the future: What do you see?

## Exam Review

### Session 12 Thursday February 16th Midterm

## SECTION II.

### Session 13. Tuesday February 21st

*Topic:* Tensions in Community-Based Efforts in Sector

*Reading:* Philanthropy, Voluntary Association, and Governance beyond the State (Eikenberry, Administration & Society, 2007)

### Guest Speaker

### Session 14. Thursday February 23rd

*Topic:* Values in the Nonprofit Sector including values and beliefs as engines of nonprofit activity and public policy and values expression, distinct state treatment of faith-based and religious nonprofits, faith-based nonprofits' involvement in service delivery.

*Readings:* Values and Faith (Frumkin, On Being Nonprofit, 2002, (pages 96-128)

Faith-Based Organizations as Service Providers and Their Relationship to Government (Bielefeld & Cleveland, Nonprofit and Voluntary Sector Quarterly, 2013)

**Class exercise:** In small groups, identify two nonprofits that uniquely translate personal beliefs and values into an institution. Evaluate how ideas promoted by these nonprofits can influence the character of human beliefs, the perception of reality, and the norms which guide human behavior. Who are the founders, philanthropists, or social activists instrumental in your two nonprofits? Consider whether one of these individuals might be a good choice for your presentation.

**DEBATE (Paper option):** What is appropriate level and types of separation of Church and State?

**DEBATE (Paper option):** How much religious freedom should nonprofits be allowed when using government funds?

### Session 15. Tuesday February 28th

*Topic:* Social Justice vs Charity in Sector: What is the difference between social justice and charity?

*Readings:* Beyond charity –Social Justice and Health Care (List, AMA Journal of Ethics, 3 pages) <http://journalofethics.ama-assn.org/2011/08/msoc1-1108.html>

Expressions of Charity and Action towards Justice: Faith-based Welfare Provision in Urban New Zealand (Conradson, Urban Studies, 2008, 25 pages)

**DEBATE (paper option):** Are donations better spent on social justice or charity efforts?

**IN-CLASS VIDEO:** Gates Foundation Philosophy  
<https://www.youtube.com/watch?v=2VdMqmvtnOM>

**IN-CLASS EXERCISE:** What would you and a class partner do with \$100M to help all or part of the world and why? Consider long and short term impacts of your funds in making your decision. Would you classify your approach under social justice or charity?

### **Session 16. Thursday March 2nd**

*Topic:* History of giving by communities and faith

*Readings:* Philanthropy in Communities of Color (Smith et al, The Nature of the Nonprofit Sector, 2016, pages 298-301)

Nonprofit Sector in Historical Perspective: Traditions of Philanthropy in the West (Robbins, Handbook, 2006, pages 13-29)

Pew Charitable Trust History of Giving <http://historyofgiving.org/>

**CLASS EXERCISE:** Choose a partner and discuss how your identity impacted the way you read and absorbed the information in these three articles? What did you take away from the combination of the three?

### **Session 17. Tuesday March 7th**

*Topic:* Accumulation of Wealth in Nonprofits There is a concentration of wealth in endowments and foundations with private foundations being treated differently than public charities. There are also significant amounts of money sitting in the endowments of some nonprofits. How much is too much?

*Readings:* List of wealthiest charitable foundations (wikipedia)

Accumulation of Wealth by Nonprofits (Fremont-Smith, Urban Institute, 2001)

[http://www.slate.com/articles/news\\_and\\_politics/history\\_lesson/2006/11/looking\\_the\\_carnegie\\_gift\\_horse\\_in\\_the\\_mouth.html](http://www.slate.com/articles/news_and_politics/history_lesson/2006/11/looking_the_carnegie_gift_horse_in_the_mouth.html)

**DEBATE (paper option):** Should nonprofits be restricted in how much wealth they can hold? Does it depend on the type of nonprofit?

### **Session 18. Thursday March 9th**

## **GROUP PRESENTATIONS Philanthropist/ Activist**

**Presentation must be submitted to Carmen before the beginning of class**

**Spring Break March 13- 17**

### **Session 19. Tuesday, March 21st**

*Topic:* Does Altruistic Philanthropy Exist? Should Giving be Supported by Government?

What is altruism? How does tax deduction for givers fit?

*Readings:* What is Altruism? (Wolfe, The Nature of the Nonprofit Sector, 2016, pages 279-290)

Tax Policy and Philanthropy: A Primer and Its Implications (Bakija, 2013)

**DEBATE (paper option):** What, if anything should be the tax deduction for givers? Should policymakers protect, reform, or eliminate the charitable deduction?

**DEBATE (paper option):** Should donors be able to support whatever they choose or should tax deduction be linked to providing support for the needs of their community?

### **Session 20. Thursday March 23rd**

## **GROUP PRESENTATIONS Philanthropist/ Activist**

### **Session 21. Tuesday March 28th**

*Topic:* Inclusion and exclusion by nonprofits and their donors, geography and identity-based nonprofits including those focused on a specific identity group, locations of nonprofits across country and donor restrictions on use of gifts.

*Readings:* Suburbs and the New American Poverty (Semuels, The Atlantic, 2015)

State of Poverty in Ohio <http://www.communityresearchpartners.org/wp-content/uploads/2016/04/State-of-Poverty-2015.pdf>

How's your health? What's your zip code? Poverty, and health. (Seavey, John W, University of New Hampshire Scholars Repository, 2008)

**In Class Video** (<https://www.youtube.com/watch?v=92h2oOC5zFA>)

**In Class Exercise:** Into what zip code were you born? How did it impact your options and your identity? How does where you sit determine where you stand?

**DEBATE (paper option):** Should nonprofits receiving government funding be allowed to restrict their client base? Which types of restriction criteria would be okay, if any?

**DEBATE (paper option):** In 2013, Columbia University asked the court to remove a whites-only provision from a gift by a donor in 1920. The donation, for graduate-student fellowships, stipulated that recipients be Caucasian, born in Iowa, and refrain from studying certain subjects. Do you think the courts should remove the stipulation?

### **Session 22. Thursday March 30th**

#### **GROUP PRESENTATIONS Philanthropist/ Activist**

### **Session 23 Tuesday April 4<sup>th</sup>**

*Topic:* Citizens United, the IRS and the implications on the sector

*Readings:* IRS Surrenders, Won't Check Whether Political Nonprofits are Breaking the Law (Alman, The Huffington Post, 2014)

What does Citizens United Mean for Tax-Exempt Organizations? (Alliance for Justice)

The 'Citizens United' decision and why it matters

<https://www.publicintegrity.org/2012/10/18/11527/citizens-united-decision-and-why-it-matters>

**IN-CLASS VIDEO:** A position on Superpacs

<http://www.theguardian.com/world/interactive/2012/feb/21/super-pacs>

**DEBATE (paper option):** Should SuperPACs enjoy the benefits of non-profit status? (e.g., tax-exemptions)

**DEBATE (paper option):** Are there any changes that should be made to relax or tighten restrictions on nonprofit political activity?

### **Session 24. Thursday April 6th**

*Topic:* Social Change, Political Action and Nonprofits: Collective Action: Civil Protests, Sit-ins, Barricades... and Civil Disobedience

*Readings:* Activists to defy protest ban with giant civil disobedience at end of Paris climate talks (Lukacs, The Guardian, 2015)

Beyond Religious Freedom (Tobey, The Journal of Religion, 2016)

Just How Much Can the State Restrict a Peaceful Protest?

<https://www.propublica.org/article/explainer-just-how-much-can-the-state-restrict-a-peaceful-protest>

**DEBATE (paper option):** What, if any, should be restrictions to Freedom of Association or Assembly?

**DEBATE (paper option):** Is it ever okay for activists working under the banner of a nonprofit to break the law?

### **Session 25. Tuesday April 11th**

*Topic:* Social Enterprise, Earned Income and Nonprofits: What are income restrictions and UBIT, marketization in sector and the implications for social enterprise and alternative forms of organization (e.g., B Corps)? What is a social enterprise? How social enterprises may differ from and affect nonprofits. Can social enterprises substitute for nonprofits? Should social enterprises get the same government benefits as nonprofits?

*Readings:* The Unrelated Business Income Tax: All Bark and No Bite? (Brody & Cordes, Urban Institute, 2001).

Marketization of the Nonprofit Sector: Is Civil Society at Risk? (Eikenberry & Kluver, NVSQ, 2004)

**In Class Video:** TED Claremont College, Alan Proctor, 2014

<http://www.linkingmissiontomoney.com/images/TEDxClaremontCollege.mp4>

### **Session 26. Thursday April 13th**

*Topic:* Evolving social interactions and role of technology: What is the influence of social media, advocacy, and engagement in a sharing economy?

*Readings:*

Exploring the Impact of Culture in the Social Media Sphere: A Content Analysis of Nonprofit Organizations' Use of Facebook (Waters & Lo, JICR, 2012)

WEB 2.0: How social media applications leverage nonprofit responses during a wildfire crisis (Brengarth, Lauren Bacon and Mujkic, Edin) Computers in Science, 18 July 2015

Tweeting Social Change: How Social Media Are Changing Nonprofit Advocacy (Saxton and Gua) Nonprofit and Voluntary Sector Quarterly, 2014, Vol. 43(1) 57-79

**DEBATE (paper option):** Is social media shaping the nonprofit sector, picking winners and losers, i.e. chasing "shiny objects" at the expense of truly understanding the work of organizations?

### **Session 27. Tuesday April 18th**

*Topic:* International Assistance by Foreign Donors, accusations of foreign influence by nonprofits and the impact of westernization and neoliberal agendas

*Readings:* Foreign Disentanglement (Depuy, Ron & Prakesh, 2015, SSIR)

Development, NGOs, and Civil Society: The Debate and its Future (Pearce, Development, NGOs and Civil Society, 2000, pages 36-40

<http://www.economist.com/news/international/21616969-more-and-more-autocrats-are-stifling-criticism-barring-non-governmental-organisations>

NGOs, Foreign Funding, and the Nicaraguan Civil Society (Chahim and Prakash), 12 January 2013, International Society for Third-Sector Research and The Johns Hopkins University 2013

**DEBATE (paper option):** How and when, if at all, should countries restrict foreign aid and presence of foreign nonprofits in their countries?

**Session 28. Thursday April 20th**

*Topic:* The Future for the Sector

*Reading:* Philanthropy and the Social Economy Blueprint 2016 (Bernholz, Foundation Center, 2015)

Debrief on exam, Course Wrap-up and Final Review

**Guest Speaker (challenges and trends for sector as whole)**

**Final Exam, Monday May 1<sup>st</sup> at 6pm**

## **SUMMARY OF IMPORTANT DATES**

Thursday January 26th - Please bring your timeline

Tuesday January 31- Timeline due

Thursday February 16th - Midterm

March 13<sup>th</sup> and 17<sup>th</sup> - Spring Break

Debate papers due as per topic you select

Thursday March 9th- all due and 1<sup>st</sup> Group Presentations

Thursday March 16th - Group Presentations

Thursday March 23rd - Group Presentations

Monday May 1<sup>st</sup>- Final Exam at 6pm