



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Public Affairs 2150: Introduction to Nonprofit Organizations (3 cr)

Spring 2018

Tuesday & Thursday 12:45 pm – 2:05 pm

Page Hall 060

Instructor: Dr. Erynn Beaton, Assistant Professor

Office: Page Hall 350P

Phone: 614-688-1031 (office), 312-399-4304 (mobile)

Email: beaton.13@osu.edu

Office Hours: Tuesday and Thursday 2:10-3:10 (or by appointment)

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. Through a combination of readings, writings, discussions, and guest speakers, students will become informed stakeholders of the nonprofit sector.

Course Goals / Student Learning Objectives

This course is designed to introduce students to the world of nonprofit organizations. Upon successful completion of this course students will be able to:

- Recognize the diversity of activities and institutions that have come to be labeled nonprofit organizations in the United States
- Interpret the nonprofit sector through multiple, key intellectual disciplines and appreciate the contributions of nonprofits to democracy and civil society
- Think critically and engage in civil discourse in ways that provide positive accountability to the nonprofit sector
- Reflect upon how the nonprofit sector or organizations align with the student's personal values, interests, and strengths

Required Materials & Resources

LeRoux, Kelly & Feeney, Mary K., (2015) Nonprofit Organizations and Civil Society in the United States. NY: Routledge. Print ISBN: 9780415661447. This required text is available for purchase at the Bookstore or online.

TopHat. We will use TopHat, a remote response system, each day of class to review the reading material. OSU provides TopHat to you free of charge, but you will need to create an account (if you don't have one) and determine whether you will participate via 1) web browser, 2) mobile app, or 3) SMS messaging. (If none of these are options for you, please contact me and we will find an alternative.)

Here are instructions on how to register for and use TopHat:
<https://resourcecenter.odee.osu.edu/top-hat/using-top-hat-students>

Our Course URL is: <https://app.tophat.com/e/773441>
And our Course Join Code is: 773441

CarmenCanvas. I will use Carmen to make announcements, post readings, and feedback on assignments. I prefer to limit waste, for the sake of the environment, by printing few materials. All assignments should be submitted through Carmen by 11:59pm on the date due (with the exception of the Final Exam, which will be completed on Carmen during the exam period).

Students can access textbook information via the Barnes & Noble bookstore website: 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 online.

Assignments & Grading

Your final course grade will be based on the following:

- 20% Attendance, Participation, & Preparation
- 10% “Looking Back” Reflection (Due: 1/23)
- 10% “Philanthropist or Social Activist” Reflection (Due: 3/27)
- 10% “Looking Forward” Reflection (Due: 4/19)
- 20% Group Position Paper (choice of dates)
- 15% Individual Position Paper (Due: 4/2)
- 15% Final Exam (4/26)

100% to 93%	A	< 83% to 80%	B-	< 70% to 67%	D+
< 93% to 90%	A-	< 80% to 77%	C+	< 67% to 60%	D
< 90% to 87%	B+	< 77% to 73%	C	< 60% to 0%	E
< 87% to 83%	B	< 73% to 70%	C-		

ATTENDANCE, PREPARATION, & CONTRIBUTION (+ ELECTRONICS)

Class attendance, participation, and preparation (AP&C) will contribute to your completion of this course. The following rubric will determine this portion of your grade:

1. TopHat Score, tracking attendance and preparation (90% of AP&C grade)
I will know if you are in attendance based on your answers to the TopHat reading questions. Please complete readings prior to the date shown on the syllabus (in preparation for that class session). Each class there will be 1 Top Hat question identified as “graded.” (If you don’t have your TopHat enabled device on a particular day of class, write your answers on a sheet of paper with your name at the top and return it to me before the end of class so that I can ensure you receive credit.)
 - 1 point for each question answered, usually 4 per class session
 - 1 point for answering the “graded” question correctly
 - I will give you one free absence without it affecting your grade
 - I will not excuse further absences, so if you expect to miss several classes for a health reason, I suggest speaking with a student advocate

2. Thoughtful Contributions in Class (10% of AP&C grade)

This class will be heavily interactive, so active contribution to class discussion and activities is an important aspect of your grade. A good contributor:

- Contributes to class discussion and/or debate regularly
- Demonstrates preparation for the debate
- Builds upon contributions of others, showing interest and respect
- Does not create distractions or go off on tangents
- Does not use devices during class (outside of TopHat use)

Grade	100%	87%	77%	67%	63%
How many of the above criteria are met	All of the Above	4 of the Above	2-3 of the Above	1 of the Above	None of the above

I believe laptops and tablets can be effective learning tools and are positive ways to limit paper waste. Thus, I welcome you to use your laptop or tablet during class as long as it is being used appropriately. Phones are less useful for learning and can be distracting. Unless your phone is being used for TopHat questions, it should be safely stowed with the ringer muted.

PERSONAL REFLECTIONS

You will write three reflection papers in this course. They are opportunities to explore your personal values, interests, strengths, and preferences, as well as how they intersect with the nonprofit sector. You can find the rubric for your reflections on Carmen.

“Looking Back” Reflection:

This assignment asks you to reflect on the question: How have nonprofits affected your life? Your timeline should show a minimum of five nonprofits that you have interacted with over the course of your life. Discuss which nonprofits best represent your values and interests. Your reflection should be 1-2 pages of 12-point, single-spaced text in addition to the timeline diagram you provide.

“Philanthropist or Social Activist” Reflection:

Choose a philanthropist or social activist from the list provided on Carmen. Your reflection should discuss: Why did you choose this person? How do this person’s values, interests, and motivations compare to your own? In what ways do you aspire to be like or unlike them? Your reflection should be 1-2 pages of 12-point, single-spaced. For this reflection, you may need to include a bibliography to cite your sources, but remember this is not a biography this reflection is about you.

“Looking Forward” Reflection:

This final reflection asks you to consider what you have learned from this class and answer the questions: How do you plan to engage with nonprofits going forward? How do you plan to express your values and theory of change through the nonprofit sector? Discuss the types of nonprofits that you hope to be involved with in the future and what role(s) – funder, employee, volunteer, board member – you plan to take. Your reflection should be 1-2 pages of 12-point, single-spaced text.

POSITION PAPER & ESSAY

Throughout the course we will engage in various debates affecting the nonprofit sector. These debates will expose you to a broad array of perspectives with an opportunity for critical thinking. The in-class debates, a group position paper, an individual position paper, and the final exam will teach you how to develop a position on a topic, present it convincingly, and support it with facts. An outline for how to organize a position paper or essay can be found on Carmen. Also on Carmen is a rubric for these assignments.

Group Position Paper:

At the beginning of the semester you will choose a group in the "People" section of Carmen and will (at the same time) sign up for one of the class debates (available debates are noted with an asterisk* in the below Class Schedule and appear in the group list in the "People" section). Your paper should be 2-3 pages single-spaced using 12-point font. Remember to cite sources for the facts you supply and include a Bibliography. (The Bibliography is not included in the above page count.) Papers are due the day before your chosen debate is conducted in class.

After your paper is submitted, each member of the group will be responsible for submitting a peer evaluation of the members of your group based on level of participation and contribution. This evaluation will be conducted on Carmen and is due one week after your position paper is due.

Although you will not be expected to give a presentation in class, your group may choose to give one for extra credit. In order to receive 2 percentage points of extra credit for this assignment, you must:

- Email me one week prior to the class in which your topic will be debated. The email should confirm you are submitting for extra credit AND your presentation topic
- During the class of your assigned debate, you may choose to A) present a relevant organizational or legal case study, B) present a relevant news article and how it relates to the debate, or C) facilitate the debate itself.

Individual Position Paper:

You will write a position paper on the debate question: Should nonprofits be required to pay employees a "living wage"? Your paper should be 2-3 pages single-spaced using 12-point font. Remember to cite sources for the facts you supply and include a Bibliography. (The Bibliography is not included in the above page count.)

Final Exam:

The final exam will be in essay format. You will be presented with a choice of two nonprofit-related debate questions and then be asked to take a position. You will be allowed to access any of the course materials, but will only have the duration of the exam session to write your argument. The Final Exam will be taken online via Carmen. The exam debate questions will be posted to the Assignments section of Carmen at 2:00 pm on 4/26 (our assigned exam period). You must submit your essay through Carmen by 3:45, giving you 1 hour and 45 minutes to complete it.

Academic Integrity (Academic Misconduct)

(From: <http://oaa.osu.edu/coamfaq.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.

Other sources on academic misconduct (integrity) to which you can refer include: The Committee on Academic Misconduct: <http://oaa.osu.edu/coam.html>
Preserving Academic Integrity: <http://oaa.osu.edu/coamtensuggestions.html>
Eight Cardinal Rules of Academic Integrity: 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

Failing to submit your assignment on time to CarmenCanvas 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.

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/>.

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 or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

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.

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 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.

Class Schedule

L&F refers to the LeRoux and Feeney book; All other readings are posted to Carmen

Date	Topic / Reading	Assignment Due Dates
Tues 1/9	Introductions: Course, Instructor, Students	
DEFINING THE NONPROFIT SECTOR & CIVIL SOCIETY <i>What is the nonprofit sector and a nonprofit organization?</i>		
Thurs 1/11	Defining "Nonprofit" Read: L&F pp 3-21 Read: Humanity Sector	
Tues 1/16	Differentiating the Nonprofit Sector Read: L&F pp 22-35 Read: The New Landscape	
HISTORICAL & LEGAL FOUNDATIONS OF THE NONPROFIT SECTOR <i>What are the roots of the nonprofit sector?</i>		
Thurs 1/18	Nonprofit History Read: L&F pp 40-63 Read: Gospel of Wealth OPTIONAL: Ronald McDonald	Bring Your Timeline to Class
Tues 1/23	Legal Foundations Read: L&F pp 63-74 Watch: IRS on Staying Exempt (link only) OPTIONAL: Charity Scam	"Looking Back" Reflection Due 1/23
	Debate: Should sports leagues (e.g. the NFL) be given nonprofit status?	
Thurs 1/25	Tax Exemption Read: Charitable Donation Read: PILOTs OPTIONAL: Charitable Deduction	
	Debate: Should nonprofits have to pay local taxes?	
Tues 1/30	Faith-based Organizations (FBOs) Read: Faith-Based Organizations Read: Johnson Amendment OPTIONAL: Muslim Nonprofits	
	Debate: Should FBOs be allowed to reject participants on the basis of their beliefs?	
THEORIES OF THE NONPROFIT SECTOR <i>Why, if at all, do we need the nonprofit sector?</i>		
Thurs 2/1	Economic Theories Read: L&F pp 79-95 Read: Government Failure Theory OPTIONAL: Journalism	
	Debate: Is nonprofit news a good solution to journalism's financial difficulties?	
Tues 2/6	Non-Economic Theories Read: L&F pp 95-102 Read: Citizens United OPTIONAL: Gun Control	
	Debate: Should Political Action Committees (PACs) be treated as nonprofits?	
NONPROFITS & COMMUNITY BUILDING <i>What is the relationship between nonprofits and our communities?</i>		
Thurs 2/8	Community-based Organizations (CBOs) Read: L&F pp 109-117 Read: Community OPTIONAL: Tiny Spark Podcast (link only)	
	Debate: Should donors be able to support whatever they choose or should tax deduction be linked to providing support for the needs of their community?	

Tues 2/13	Social Capital <i>Read: L&F pp 117-135</i> <i>Read: Bowling Alone</i> <i>OPTIONAL: Glass House Excerpt</i>	
	Debate: Is America losing social capital as Putnam suggests?	
Thurs 2/15	Volunteerism <i>Read: L&F pp 142-165</i> <i>OPTIONAL: Altruism Experiment</i>	
	Debate: Does purely altruistic giving exist?	
FUNDING THE NONPROFIT SECTOR		
<i>What is the impact of funding and its sources on the nonprofit sector?</i>		
Tues 2/20	Foundations <i>Read: L&F pp 169-184</i> <i>Read: Foundations' Money</i> <i>OPTIONAL: Clinton & Trump</i>	
	Debate*: Should the minimum annual payout (of 5%) for foundations be raised?	
Thurs 2/22	Philanthropy <i>Read: L&F pp 184-197</i> <i>Read: Donor Fatigue & Restrictions</i> <i>OPTIONAL: Freakonomics Podcast (link only)</i>	
	Debate*: Should donors be allowed to restrict their gifts?	
Tues 2/27	Social Justice & Charity <i>Read: Shifting Philanthropy</i> <i>Read: Theory of Change</i> <i>OPTIONAL: Beyond Charity</i>	
	Debate*: Are donations better spent on social justice or charity efforts?	
Thurs 3/1	New Ways to Give <i>Read: New Philanthropy</i> <i>Read: Donor Advised Funds</i> <i>OPTIONAL: Impact Investing</i>	
	Debate*: Are donor advised funds a positive or negative innovation for the sector?	
Tues 3/6	Government Funding <i>Read: Contracts & Grants</i> <i>Read: Government-funded Nonprofits</i> <i>OPTIONAL: HUD Funding Changes</i>	
	Debate*: Should the government fund nonprofits?	
Thurs 3/8	Social Enterprise <i>Read: Profit in Nonprofit</i> <i>Read: The UBIT</i> <i>OPTIONAL: Hot Chicken Takeover</i>	
	Debate*: Should social enterprises be organized as nonprofits or businesses?	
3/13 & 3/15	Spring Break (No Class)	
NONPROFITS & POLITICS		
<i>What is the relationship between nonprofits and the political environment?</i>		
Tues 3/20	Nonprofit Advocacy <i>Read: L&F pp 205-243</i> <i>OPTIONAL: Learn to Love Lobbying</i>	
	Debate*: Should nonprofits be allowed to lobby government representatives?	
NONPROFITS & ACTIVISM		
<i>What is the role of nonprofits in creating societal change?</i>		
Thurs 3/22	Social Movement Organizations <i>Read: L&F pp 248-258</i> <i>Read: Agitate, Innovate, Orchestrate</i> <i>OPTIONAL: Paris Climate Talks (link only)</i>	
	Debate*: Is it ever okay for activists to break the law?	

Tues 3/27	Mobilizing Social Change <i>Read: L&F pp 258-276</i> <i>Read: Leaderless Movements</i> <i>OPTIONAL: Derek Sivers TED Talk (link only)</i>	Philanthropist or Social Activist Reflection Due 3/27
	Debate*: Is a leader-less movement a good way to organize?	
THE ECONOMIC CONTRIBUTIONS OF NONPROFITS <i>What is the relationship between nonprofits and our economy?</i>		
Thurs 3/29	Nonprofits as Employers <i>Read: L&F pp 281-288</i> <i>Read: Thinking About a Nonprofit Job?</i> <i>OPTIONAL: Million-Dollar Compensation</i>	
	Debate: Is a million-dollar salary for a nonprofit executive too much?	
Tues 4/3	Nonprofits & the Economy <i>Read: L&F pp 289-306</i> <i>Read: Pittsburgh's Powerful Nonprofits</i> <i>OPTIONAL: Rising Minimum Wage</i>	Individual Position Paper Due 4/2
	Debate: Should nonprofits be required to pay employees a "living wage"?	
THE FUTURE OF NONPROFITS & CIVIL SOCIETY <i>What trends are impacting the future of the nonprofit sector?</i>		
Thurs 4/5	Demographics & Social Issues <i>Read: L&F pp 313-325</i> <i>Read: Diversity</i> <i>OPTIONAL: Dismantling Inequality</i>	
	Debate: Is philanthropy a good way to reduce inequality?	
Tues 4/10	International & Nongovernmental Orgs <i>Read: Comparative Perspectives</i> <i>Read: Conflict Zones</i> <i>OPTIONAL: Donors Keep Out</i>	
	Debate: Should countries restrict foreign nonprofits/aid in their countries?	
Thurs 4/12	Dependence & Accountability <i>Read: L&F pp 325-336</i> <i>Read: Measuring What Matters</i> <i>OPTIONAL: Impact Evaluation Opinion</i>	
	Debate: Should nonprofits be evaluated purely on their quantifiable impact?	
Tues 4/17	Marketization of Nonprofits <i>Read: L&F pp 336-344</i> <i>Read: The Pitfalls of Profits</i> <i>OPTIONAL: A Corporate Executive's Guide</i>	
	Debate: Is nonprofit marketization a positive or negative trend for the sector?	
Thurs 4/19	Wrapping Up <i>Read: Nonprofit Sector at a Crossroads</i>	"Looking Forward" Reflection Due 4/19
Thurs 4/26	Final Exam 2:00 pm – 3:45 pm (taken on Carmen)	