

Indiana University-Purdue University Indianapolis
School of Public and Environmental Affairs
Fall 2018
3 Credit Hours

COURSE

Number/Title: SPEA V521 Nonprofit and Voluntary Sector
Class Number: 23806
Day and Time: Tuesdays, 6:00 PM-8:40 PM
Location: BS 2006

INSTRUCTOR

Instructor: Jamie Levine Daniel, MBA, PhD
Office Hours/Location: Tuesday, 3:30-5 or by appointment/BS 4060
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COURSE DESCRIPTION

This course will introduce you to the role that voluntary, philanthropic and nonprofit organizations play in American society. Our approach will be multi-disciplinary. We will examine the history, structure and theoretical (economic, political, philosophical and social) underpinnings of the American nonprofit and voluntary sector. Our readings will come from a variety of disciplinary perspectives and will provide you with a rich view of this complicated sector from a variety of vantage points. Many of these readings are considered "classics" in the emerging field of philanthropic studies. Other offerings are contemporary pieces written by academics and practitioners.

Because this course is designed as a survey, you will not develop great depth in any single approach. Rather, this course will serve as a gateway to further exploration in subsequent courses. Occasionally, you may be frustrated by the limited attention that we can pay to any subject. In these cases, please let me know and I will provide additional resources for your consideration. **This is a knowledge class and not a methods or skills course.** Throughout the class, you will be challenged to explore and constructively critique of the work and ideas of others.

SPEA IUPUI Master of Public Affairs (MPA) Mission Statement

Our mission is to serve our community by educating individuals to be thoughtful public servants, whether serving in governments, nonprofits, or the private sector. We bring together a diverse set of students, faculty, and community leaders to engage in innovative learning and student experiences to connect cutting edge research to practical workforce skills.

REQUIRED COURSE MATERIALS

The Nature of the Nonprofit Sector, 3rd edition. J. Steve Ott and Lisa A. Dicke, eds. Westview Press, 2015.

Additional required readings as listed in the syllabus and available on Canvas. I reserve the right to add or change readings. You will be given advance notice if this happens.

Note: Some weeks there will be readings listed that will not be required. Consider these to be additional

references if the topic interests you.

RECOMMENDED READINGS

America's Nonprofit Sector: A Primer, 3rd Edition. Lester M. Salamon. The Foundation Center, 2012.
Strunk Jr., William and E.B. White. *The Elements of Style*. (Any edition)

COURSE LEARNING OUTCOMES

Nonprofit and Voluntary Sector is a core class in the MPA, and, as such, satisfies the following learning objectives identified by the MPA faculty. At the conclusion of this course, you should be able to:

- ✓ Understand the size, structure and importance of the American philanthropic, nonprofit and voluntary sector.
- ✓ Understand the basic law of nonprofit organizations and the advantages, challenges and controversies associated with that status.

In accordance with the general MPA mission, you should also be able to:

- ✓ Recognize the controversies and challenges faced by organizations in the sector.
- ✓ Present original ideas and engage in dialogue with experts and peers.
- ✓ Relate concepts across the public, nonprofit, and private sectors.
- ✓ Formulate real world solutions appropriate to the context.
- ✓ Synthesize different sources and types of information to make recommendations.
- ✓ Illustrate awareness of diverse perspectives.
- ✓ Recognize and explain different frames for thinking about public affairs and nonprofit issues.
- ✓ Explain what public service as it relates to your career goals, regardless of sector.

IUPUI POLICIES

There are a number of campus-wide policies governing the conduct of courses at IUPUI. These can be found at <http://studentcode.iu.edu/about/index.html>. You are responsible for understanding and following all policies.

INSTRUCTOR'S CLASSROOM POLICIES

This class meets on Tuesdays evenings from 6-8:40 PM. We will take a break midway through each session. Most class sessions will consist of a combination of lecture, small group work, and individual work. Some sessions will include case discussions. The assigned readings are intended to provide a basic level of knowledge for you and to introduce you to the week's topic. This knowledge will be further expanded during the course of the weekly lecture and discussion, both by the instructor and by your fellow classmates. *As such, you will be assumed to have familiarized yourself with each week's assigned readings prior to attending class.*

Please note: the cases are chosen to reinforce the previous week's material, and will be used to kick off the class discussion on the date they are assigned. For example, we will discuss tax laws and governance on 9/11. Class on 9/18 will include an online discussion of the case assigned, "Nonprofit Groups and Partisan Politics", which will both serve as a review of the previous week's material and a bridge to current week's topics.

This class is intended to be interactive. As graduate students, I expect you to be professional and serve as a valuable resource to one another. You will be held accountable and responsible for the quality of class sessions. I will also push you to make connections between the course material and your own professional experiences. When contributing, be sure to be respectful of your instructor and your peers. This includes remaining focused, not monopolizing conversation, and observing proper classroom decorum (minimizing laptop use, turning off your cell phone during class, etc.).

Classroom attendance is expected. If you need to miss class, please email me before that day's lecture. Absences may be taken into account when considering your class participation grade. Also, if we have a guest scheduled to speak, I expect full attendance. Please let me know immediately of any extenuating personal or employer-related circumstances.

A note on policy/current event discussions: This class will serve as a lens through which to understand the nonprofit sector, as well as a survey of the broader public affairs world. As part of our class discussion, we will take time to see what is happening in the world, so I expect you to follow current events. Suggested resources include but are not limited to newspapers (*Wall Street Journal*, *New York Times*, *Washington Post* and others), blogs (*National Review*) and multiple news viewpoints (CNN, Fox, MSNBC, NPR). In addition, websites like PolitiFact will give perspective on events like the State of the Union. You can see my blog roll on Canvas for additional resources.

Office Hours and General Communication Policies

Please take advantage of office hours to discuss questions, comments, and concerns. I am also happy to discuss educational, professional, and career objectives. When sending emails, please be sure to use your official IU email account.

I will respond to any email as quickly as is reasonably possible, typically within 1 business day.

Grade Disputes

Any student who wishes to petition his/her grade on an assignment may do so within 24 hours of receiving feedback. Petitions must be submitted in writing, and refer to the rubric to offer justification for the request. Please note: I will review the entire assignment, not just the element in question. This may result in a grade change that is higher, lower, or the same as the initial given grade.

Syllabus Adjustments

I reserve the right to adjust and alter this syllabus as needed in response to current events and the ongoing needs of the class.

Adaptive Education Services

If you need special accommodations, please contact me at the beginning of the semester or see me during my office hours. If you have not done so, it is worth checking out the Adaptive Education Services website for more information. <http://aes.iupui.edu/index.html>

ASSESSMENT AND GRADING

Attendance/Participation	10%
Reading Synthesis Memo/Presentation	15%
<i>Memo (10%)</i>	
<i>Presentation (5%)</i>	
Tumblr Blog	30%
<i>Weekly Postings (15%)</i>	
<i>Final Reflection (15%)</i>	
Research Project: Literature Review	25%
<i>Intro assignment (2.5%)</i>	
<i>Bibliography (2.5%)</i>	
<i>Paper (20%)</i>	
Midterm Exam	20%

All written assignments should be submitted to Canvas by 5:59 PM on the date they are due, unless otherwise noted in the syllabus. Late assignments will be docked one letter grade for each half day they are late, and will not be accepted after 36 hours, unless otherwise. Pass/fail or attendance-based assignments will not be accepted and will earn a failing grade.

The following grading scale will be used for final grades. Note: Per university graduate school policy, any grade below C is considered a failing grade.

A+	97-100	B-	80-82.9	D	63-66.9
A	93-96.9	C+	77-79.9	D-	60-62.9
A-	90-92.9	C	73-76.9	E	≤ 59.9
B+	87-89.9	C-	70-72.9		
B	83-86.9	D+	67-69.9		

COURSE SCHEDULE

Week	Date	Topic	Readings	Assignments
1	T 8/21	Course Introduction	Bushouse*	
2	T 8/28	Size and Scope of the Nonprofit Sector	Nature 1,2; Lohmann*; SKIM Maier, et al.*	
3	T 9/4	History/Values/Contributions to Society <i>Guest: Justin Karni, SPEA Librarian</i>	de Tocqueville*, Nature 4-6	Bring laptop/tablet to class
4	T 9/11	Tax Exemptions, Tax Deductions, and Governance	Nature 7-8, Anheier 2014*, Murry, et al.*	Tumblr topic/URL and paper topic (Fri, 9/14)
5	T 9/18	Organization Theories <i>(No in-person meeting)</i>	Case: NP Groups*, Anheier 2012*, Ott*	Online discussions
6	T 9/25	Economic and Political Theories	Nature 9-12, 14	
7	T 10/2	Social, Community, and Civil Society Theories	Nature 16, 17, 19; Guo & Musso*	
8	T 10/9	Nonprofit Roles and Advocacy <i>Speakers: Rachel Tabakman, David Sklar</i>	Case: NYIC*, Moulton & Eckerd*, Ind. Sec.*, LevDan & Moulton*	
9	T 10/16	<i>Fall Break - No class</i>		
10	T 10/23	Foundations, Community Engagement & Other Nonprofits	Tschirhart*; Prewitt*, Guo & Brown*	Midterm due
11	T 10/30	History and Theories of Giving	Nature 22, 23; Robbins*, McChesney*,	Draft annotated bibliography due (with bullet points)
12	T 11/6	Identity and Philanthropy	Clegg* McCarthy*, Carson*; SKIM Wiepers/Bekkers x2	
13	T 11/13	Cross-national perspective	Nature 28-30; CNP*, Vetting*	
14	T 11/20	Emerging Models, Effective Altruism and the Future of Philanthropy	Young & Burlingame*, Soksis*, Schambra*, Moody*	
15	T 11/27	Nonprofits, Philanthropy, and Democracy	Lenkowsky*, Reich*, Horvath & Powell*, Ramdas*	Papers due
16	T 12/4	Sector Blurring and the Future of the Nonprofit Sector	Nature 25-27	
Final	T 12/11	Tumblr Reflection due at 8:00 PM		

Detailed Schedule

- 1 T 8/21 **Course Introduction**
- 2 T 8/28 **Size and Scope of the Nonprofit Sector**
- *Nature* Chps 1, 2
 - Lohmann, R. A. (1989). And lettuce is nonanimal: Toward a positive economics of voluntary action. *Nonprofit and Voluntary Sector Quarterly*, 18(4), 367-383. (Canvas)
 - Bushouse, B. K. (2017). Leveraging nonprofit and voluntary action research to inform public policy. *Policy Studies Journal*, 45(1), 50-73.
 - (SKIM) Maier, F., Meyer, M., & Steinbereithner, M. (2014). Nonprofit Organizations Becoming Business-Like: A Systematic Review. *Nonprofit and Voluntary Sector Quarterly*, 45(1), 64-86.
- 3 T 9/4 **History/Values/Contributions to Society**
- de Tocqueville, "Of the Use which American make of Public Associations in Civic Life" available at available at http://xroads.virginia.edu/~HYPER/DETOC/ch2_05.htm. *Democracy in America* available at <http://xroads.virginia.edu/~HYPER/DETOC/home.html>
 - *Nature* Chps 4-6
- Guest speaker: Justin Karni, Business/SPEA Librarian
Bring laptops/tablets to class.
- 4 T 9/11 **Tax Exemptions, Tax Deductions, and Governance**
- *Nature* Chp 7,8
 - Anheier, H.K.. (2014). Governance, transparency, and accountability. In *Nonprofit Organizations: Theory, Management, Policy 2nd ed.* (407-428). New York: Routledge. (Canvas)
 - Murray, V., Bradshaw, P., & Wolpin, J. (1992). Power in and around nonprofit boards: A neglected dimension of governance. *Nonprofit Management and Leadership*, 3(2), 165-182. (Canvas)
- Recommended*
- Hiland, M. (2008). The Board Chair-Executive Director Relationship: Dynamics that Create Value for Nonprofit Organizations. *Journal for Nonprofit Management*, 13. (Canvas)
- Research paper topic and Tumblr name/topic due Friday, 9/14*
- 5 T 9/18 **Organization Theories**
- Case: Nonprofit Groups and Partisan Politics: Is tighter regulation needed? (CQ Researcher, on Canvas)
 - Anheier, H.K. (2012). Organizational Theory and Structure. In J.S. Ott & L. A. Dicke (Eds.) *The Nature of the Nonprofit Sector 2nd ed.* (pp. 231-248). Boulder, CO: Westview Press. (Canvas)
 - Ott, J. S. (1993). Perspectives on organizational governance: some effects on government-nonprofit relations. *Southeastern Political Review*, 21(1), 3-21. (Canvas)
- 6 T 9/25 **Economic and Political Theories**

- *Nature* Chps 9-12, 14
- 7 T 10/2 **Social, Community, and Civil Society Theories**
- *Nature* Chps 16, 17, 19
 - Guo, Chao, and Juliet A. Musso, "Representation in Nonprofit and Voluntary Organizations: A Conceptual Framework." *NVSQ*, 36(2007), 308-326. (Canvas)
- Recommended*
- Waltzer, "The Concept of Civil Society," in *Toward a Global Civil Society* (1995), pp. 7-27. (Canvas)
- 8 T 10/9 **Nonprofit Roles and Advocacy**
- Case: New York Immigration Coalition (Canvas)
 - Moulton, S., & Eckerd, A. (2012). Preserving the publicness of the nonprofit sector resources, roles, and public values. *Nonprofit and Voluntary Sector Quarterly*, 41(4), 656-685 (Canvas)
 - Independent Sector: Lobbying v. Advocacy: <https://www.independentsector.org/resource/lobbying-guidelines-for-public-charities/> (Canvas)
 - Almog-Bar, M., & Schmid, H. (2014). Advocacy activities of nonprofit human service organizations: A critical review. *Nonprofit and Voluntary Sector Quarterly*, 43(1), 11-35.
 - Levine Daniel, J. & Moulton, S. (2017) Beyond cans and capacity: Nonprofit roles and service network objectives in an emergency food network. *Nonprofit Management and Leadership*
- Panel: David Sklar, Rachel Tabakman*
- 9 T 10/16 *Fall Break – no class*
Midterm distributed on Wednesday, 10/17 (Canvas)
- 10 T 10/23 **Foundations, Community Engagement & Other Nonprofits**
- Tschirhart, M. (2006). Nonprofit Membership Associations. *The nonprofit sector: A research handbook*, 2, 522-541. (Canvas)
 - Prewitt, K. (2006). Foundations. *The nonprofit sector: A research handbook*, 2, 355-377. (Canvas)
 - Guo, C., & Brown, W. A. (2006). Community foundation performance: Bridging community resources and needs. *Nonprofit and Voluntary Sector Quarterly*, 35(2), 267-287. (Canvas).
 - LeRoux, K., & Feeney, M. K. (2014). *Nonprofit organizations and civil society in the United States*. Routledge, pp. 142-162 (Canvas)
- Midterm due*
- 11 T 10/30 **History and Theories of Giving**
- *Nature* Chps 22, 23
 - Robbins, K.C. The Nonprofit Sector in Historical Perspective: Traditions of Philanthropy in the West. Chapter 1 in *The Nonprofit Sector: A Research Handbook*. (Canvas)
 - McChesney, R.D. "Charity and Philanthropy in Islam: Institutionalizing the Call to do Good," I.U. Center on Philanthropy Essay #14. (Canvas/ulib)
- 12 T 11/6 **Identity and Philanthropy**

- Clegg, Claudia. "Philanthropy, the Civil Rights Movement, and the Politics of Racial Reform." Chapter 16 in *Charity, Philanthropy, and Civility in American History*. (Canvas)
- McCarthy, Kathleen. "Women and Political Culture." Chapter 8 in *Charity, Philanthropy, and Civility in American History*. (Canvas)
- Carson, E. "The Roles of Indigenous and Institutional Philanthropy in Advancing Social Justice," Chapter 12 in Charles Clotfelter and Thomas Ehrlich (eds.), *Charity, Philanthropy and the Nonprofit Sector in a Changing America*, Bloomington, Indiana: Indiana University Press, 1999. (Canvas)

SKIM:

- Bekkers, R., & Wiepking, P. (2011). Who gives? A literature review of predictors of charitable giving part one: religion, education, age and socialisation. *Voluntary Sector Review*, 2(3), 337-365.
- Wiepking, P., & Bekkers, R. (2012). Who gives? A literature review of predictors of charitable giving. Part Two: Gender, family composition and income. *Voluntary Sector Review*, 3(2), 217-245

13 T 11/13 **Cross-national perspective**

- *Nature* Chps 28-30

SKIM/EXPLORE

- The Comparative Nonprofit Sector Project, <http://www.jhu.edu/~cnp/>.
 - "About CNP",
 - "Project Findings",
 - "Methodology and Data Sources"
- *Vetting international NGOs*:
 - <http://www.coyotecomunications.com/volunteer/vetting.html>
 - <http://www.acnc.gov.au/>
 - <http://www.siliconvalleycf.org/international-giving>
 - <http://www.cafamerica.org>

14 T 11/20 **Emerging Models, Effective Altruism and the Future of Philanthropy**

- Soksis, B. "Both More and No More: The Historical Split between Charity and Philanthropy," by Benjamin Soskis - <http://hudson.org/research/10723-both-more-and-no-more-the-historical-split-between-charity-and-philanthropy> (Canvas)
- Young, D. R., & Burlingame, D. F. (1996). Paradigm lost: Research toward a new understanding of corporate philanthropy. *Corporate philanthropy at the crossroads*, 158-176. (Canvas)
- Schambra, The coming showdown between philanthrolocalism and effective altruism - <http://www.philanthropydaily.com/the-coming-showdown-between-philanthrolocalism-and-effective-altruism/> (Canvas)
- Moody, M. (2008). "Building a culture": The construction and evolution of venture philanthropy as a new organizational field. *Nonprofit and Voluntary Sector Quarterly*, 37(2), 324-352. (Canvas)

Recommended (additional background)

- Frumkin, P. (2003). Inside venture philanthropy. *Society*, 40(4), 7-15. (Canvas)
- Introduction to Effective Altruism (<https://www.effectivealtruism.org/articles/introduction-to-effective-altruism/>)

- 15 T 11/27 **Nonprofits, Philanthropy, and Democracy**
- Lenkowsky, L. (2010). The politics of doing good: Philanthropic leadership for the Twenty-First Century. In J. L. Perry (Ed.) *The Jossey-Bass Reader on Nonprofit and Public Leadership* (pp.570-585). San Francisco, NY: Jossey-Bass (Canvas)
 - Reich, R. (2016). On the role of foundations in democracies. *Philanthropy in Democratic Societies*.(Canvas/ulib)
 - Horvath, A. and Powell, W.W. (2016). Contributory or disruptive: Do new forms of philanthropy erode democracy? *Philanthropy in Democratic Societies*. **READ 87-93, 116-122, skim the rest of the chapter for examples** (Canvas/ulib)
 - Filer Commission. (1975). Giving in America: Toward a stronger voluntary sector. *Washington, DC: Commission on Private Philanthropy and Public Needs*, pp.1-27. (Canvas)
 - Ramdas, K. N. (2011). Philanthrocapitalism: Reflections on politics and policy making. *Society*, 48(5), 393-396. (Canvas)

Research Paper due

- 16 T 12/4 **Sector Blurring and the Future of the Nonprofit Sector**
- Nature Chps 25-27

Recommended:

- Young, Dennis, and Lester Salamon. "Commercialism, Social Ventures, and For Profit Competition." Chapter 13 in *The State of Nonprofit America*. (Canvas)
- Gronbjerg, Kirsten, and Lester Salamon. "Devolution, Marketization, and the Changing Shape of Government - Nonprofit Relations." Chapter 14 in *The State of Nonprofit America*. (Canvas)

- Final T 12/11 **Tumblr Reflection due at 8:00 PM**

ASSIGNMENTS

Unless otherwise specified, all written assignments will be graded on the following components:

- Organization: clearly stated positions based on reference to credible resources
- Evidence-based decision-making reflecting knowledge and appreciation of available data and potential data problems
- Writing mechanics: grammar; word choice; sentence structure
- Style: uses appropriate format; accurate citations; adheres to requirements of length, etc.

Research Project: Literature Review

This assignment will allow you to explore a specific topic of interest within the nonprofit sector. You will research what is already known about a giving topic and synthesize the key themes. Essentially, you are answering the question “What do we know about X”? You can do this by structuring your review around a given topic’s big questions, key concepts developed, or methods (i.e.: the ways in which this topic has been studied).

Your paper is due on 11/27, and should be 12-15 pages in length, not including your list of references cited, charts/graphs/illustrative material, etc.

You are also responsible for turning in the following

- 9/14 – Topic (core idea can coordinate with your Tumblr topic)
- 10/30 – Draft annotated bibliography, with bullet points for each source

Topic and bibliography will each count for 2.5% of your grade and will be graded as pass (turned in on time) or fail (not turned in on time).

Tumblr Blog and Final Exam

You will create a blog on Tumblr (www.tumblr.com), a microblogging platform where you can aggregate text posts, images, links, videos, and other content. Your blog will focus on a specific sector or subsector within the nonprofit world. Starting in week 4, posts will connect course concepts to real-world issues in the field. Every week, you will either post an entry, or comment on classmates’ entries. Post/response schedules will be posted by week 3 (i.e.: the class will be divided into 2 groups, which will alternate posting and responding).

At the end of the semester, you will submit a reflection paper (max. 3 pages) that ties together key course concepts, application in the field, and the deeper learning you gain from your research paper. This paper represents your final exam.

*Note: Topics for the research paper and Tumblr assignment may (and are heavily encouraged) to be related, i.e.: a Tumblr blog focusing on general arts and culture resources, and a research paper focusing on the evolution of arts and culture funding. Additional details about these assignments will follow during the first few weeks of class.

Midterm (No late exams will be accepted.)

The midterm will be distributed on Wednesday, 10/17 and is due on Tuesday, 10/23 at 5:59 PM.

Reading Synthesis Memos/Presentations

You will be prepare a synthesis of one week's readings and initiate a discussion for the class. Your written summary (max. 2 pages) should include the following:

- The key themes linking the week's readings together (i.e.: explain the logic of grouping these readings together)
- Examples of applications in the field (why this matters, with specific examples outside of those included in the readings)
- 1-2 additional resources (i.e.: where to go to learn more about the issue/concept)

In addition, you will present your synthesis (up to 10 minutes) and initiate the class discussion. Bring copies of your summaries so you can distribute them in class. You will present one synthesis during the semester.

Note: This syntheses is not meant to be a summary. Assume your fellow classmates have read the readings, and are you looking to you to begin to understand the material at a deeper level.