

Foundations of the US Nonprofit Sector
PLSC 275 (CRN 14225)
T/R 3:30pm-4:45pm
Porter 221
Fall 2017

Professor: Tucker Staley
Office: Pray Harrold 601P
Phone: 734.487.1460
E-mail: tstaley2@emich.edu
Office Hours: T/R 1:15-3:15 pm, Wed 10:00-12:00 pm
and by appointment.

Note: I have more than one office on campus. It is always best to let me know if you are planning on coming by for office hours. On occasion we may meet in a different office than listed above, especially if doing so by appointment outside of my scheduled office hours.

Course Description:

This course is designed to expand your understanding of the history, function, size, scope, and development of the nonprofit sector. In doing so we will examine the history and significance of the sector (with a heavy emphasis on the United States), theoretical explanations regarding why and how nonprofits exist, and the great variety of types and functions of nonprofit organizations. While the majority of this course is focused on principals for domestic nonprofit organizations, we will spend time talking directly about nongovernmental agencies in the international context as well.

Objectives:

- Gain an understanding of the uniqueness of the nonprofit sector compared to the both the public and private sectors.
- Gain an understanding of the historical and philosophical roots and evolution of the nonprofit sector both in the United States and globally.
- Gain a foundation for the various theories for the nonprofit sector.
- Gain an understanding of the uniqueness of the nonprofit sector in the United States.
- Gain an understanding of the great variety of organizations found within the sector.

General Guidelines:

I both encourage and expect you to actively engage in this course. This includes reading the required materials before class, coming with questions, and being prepared to discuss the topics being covered in each class period. I do not take attendance, but I strongly encourage you to attend lecture every day. Not all of the material is covered in the required text, and I have found there is a direct correlation between students being in lecture and doing well in the course. Additionally, there are several instances where you may only receive points by being in class. In general, SHOW UP and BE PREPARED.

Required Texts:

Ott, Steven J. and Lisa Dicke. 2016. *The Nature of the Nonprofit Sector*. 3rded. Westview Press.

ISBN: 978-0-9133-4960-2

Additional readings on Canvas

Grades:

Your grade for this course will be determined based on three exams, weekly quizzes, three papers, and in-class participation. Points will be earned as follows:

Exams	300 (3 @ 100 points each)
Quizzes	100 (10 @ 10 points each)
Review Papers	150 (3 @ 50 points each)
<u>In-class Participation</u>	<u>50</u>
TOTAL	600

Your grade will be determined on a percentage based grading scale:

A 94-100	A- 90-93	B+ 87-89
B 84-86	B- 80-83	C+ 77-79
C 74-76	C- 70-73	D+ 67-69
D 64-66	D- 60-63	F < 60

Please note, in general I do not round grades up. For example, a 79.99% in the course would be considered a C+ and not a B-.

IMPORTANT DATES

Exam Dates: Exam 1: October 5
Exam 2: November 2
Exam 3: December 14

(note: this exam is during finals and will begin at 3:00 pm)

Each week, quizzes are to be submitted by 11:59 pm each Friday via Canvas. Review papers are due in class at the beginning of the exam period.

Make-up Examinations, Late Papers, Extra Credit, Etc

In general, a missed examination may not be made up. I may provide exceptions for those with acceptable written excuses from a university administrator, healthcare professional, or member of the clergy. Papers are expected to be turned in on time and follow the assignment guidelines. Late papers will be penalized 5 points per day. Under no circumstance will online or in-class quizzes be accepted after the deadline. However, only 10 quizzes are built into the syllabus for grade purposes. There will be 13 quizzes over the course of the semester. Therefore, you may miss 3 quizzes and still be able to receive the full 100 points possible from quizzes. However, if you complete more than 10 quizzes, all points will be used to calculate that portion of your grade, and it is possible to receive 130 out of a possible 100 points (In simple terms, you can earn up to 30 points of extra credit through the quizzes). Other extra credit opportunities may arise, but these occasions will be rare.

Canvas

I will place the syllabus and my contact information on our course's Canvas site. You will find additional readings for the course posted on this site as well. As the semester progresses, I may also include additional relevant material. Quizzes will be available through Canvas only. You may also use Canvas to access your scores for graded work.

Cellphones, Laptops, Etc

You are welcome to bring your laptops to class, however they are to be used only for taking notes and for helping inform classroom discussion. For the most part I should never see your cellphone once the class period has begun. In the case of a personal emergency please step out of the classroom. Texting and other cellphone communication is a form of conversation, and conversations should be kept within the classroom and on topic.

ADA

Eastern Michigan University adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the EMU Disability Resource Center, 734-487-2470, email at drc@emich.edu, or visit <http://www.emich.edu/drc/>. **Additionally, please meet with me personally to discuss any accommodations you may require.** Most accommodations require we come up with an acceptable plan-of-action which best suits your needs.

Building Emergency Plan

Build Emergency Plans (BEP) for the building in which this class is held will be discussed during the first week of this course. BEP documents for most buildings on campus are available at http://www.emich.edu/publicsafety/emo/emergency_plans/building/index.php/. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

Student Handbook

In addition to the articulated instructor course specific policies and expectations, students are responsible for understanding all applicable University guidelines, policies, and procedures. The EMU Student Handbook is the primary resource provided to students to ensure that they have access to all university policies, support resources, and student's rights and responsibilities. Changes may be made to the EMU Student Handbook whenever necessary, and shall be effective immediately, and/or as of the date on which a policy is formally adopted, and/or on the date specified in the amendment. Please note: Electing not to access the link provided below does not absolve a student of responsibility. For questions about any university policy, procedure, practice, or resource, please contact the Office of the Ombuds: 248 Student Center, 734.487.0074, emu_ombuds@emich.edu, or visit the website: <http://www.emich.edu/ombuds>.

Student Handbook Link: <https://www.emich.edu/studenthandbook/index.php>

Graduate School Policies: <http://www.emich.edu/graduate/policies/index.php>

Title IX Disclosure

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member

cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://www.emich.edu/title-nine/>.

Evaluation

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking at the end of the semester when evaluation forms are distributed. These evaluations are anonymous and voluntary, but they are an important component for continuous improvement of your courses.

Course Schedule: (This is an outline and may change as the term progresses. Each week there may be additional readings and information found on Canvas. All readings not found in the main text will be available on Canvas.)

Class Meeting	Topic	Readings	Assignment Due
Sept 7	Introduction and Expectations		
Sept 12-14	What is the Nonprofit Sector?	<ul style="list-style-type: none"> • OD, p.1-37 • Look over “Quick Facts About Nonprofits” • McKeever, Brice. “The Nonprofit Sector in Brief 2015” • Independent Sector. “State Profile-Michigan” 	Sept 15: Quiz
Sept 19-24	Historical Evolution	<ul style="list-style-type: none"> • OD, p.45-71 	Sept 25: Quiz
Sept 26	The International Context: NGOs	<ul style="list-style-type: none"> • OD, p.347-377 • “What do Nongovernmental Organizations Do?” 	Sept 29: Quiz Note: No Class Sept 28
Oct 3	What's the Deal with Tax Exemption?	<ul style="list-style-type: none"> • OD, p.83-104 • “A History of the Tax-Exempt Sector” 	
Oct 5	Exam 1		Paper #1 Oct 6: Quiz
Oct 10-12	Economic and Political Theories of Nonprofits	<ul style="list-style-type: none"> • OD, p.105-114, 119-128 • OD, p.147-171 	Oct 13: Quiz
Oct 17-19	Community and Civil Society Theories of Nonprofits	<ul style="list-style-type: none"> • OD, p.183-209 • OD, p.225-246 	Oct 20: Quiz
Oct 24-26	Money: The Lifeblood of Nonprofit Organizations	<ul style="list-style-type: none"> • OD, p.261-278, 291-297 • “Ten Nonprofit Funding Models” 	Oct. 27: Quiz
Oct 31	Staying Alive: Nonprofit Lifecycles	<ul style="list-style-type: none"> • Hager, Mark and Elizabeth Searing. 2014. “Ten Ways to Kill Your Nonprofit,” The Nonprofit Quarterly. 	
Nov 2	Exam 2		Paper #2 Nov 3: Quiz
Nov 7-9	Civic & Political Engagement	<ul style="list-style-type: none"> • Skocpol, Ganz, & Munson. 2000. “A Nation of Organizers” • Wilson, Catherine. “Political 	Nov 10: Quiz

		Engagement of Nonprofit Organizations in the United States.” <ul style="list-style-type: none"> Smith, Aaron. 2013. “Civic Engagement in the Digital Age.” 	
Nov 14-16	Service Delivery	<ul style="list-style-type: none"> Cho & Gillespie. 2006. “A Conceptual Model Exploring the Dynamics of Government-Nonprofit Service Delivery.” Graddy & Chen. 2006. “Influences on the Size and Scope of Networks for Social Service Delivery.” 	Nov 17: Quiz
Nov 21	Values & Faith	<ul style="list-style-type: none"> Wolpert, Julian. "The role of small religious nonprofits in changing urban neighborhoods." Nonprofit and Voluntary Sector Quarterly 26.4_suppl (1997): S14-S28. 	Nov 22: Quiz Note: No Class Nov 23
Nov 28-30	Social Entrepreneurship	<ul style="list-style-type: none"> Dees, Gregory. “The Meaning of 'Social Entrepreneurship'.” Mair & Marti. “Social Entrepreneurship Research.” 	Dec 1: Quiz
Dec 5-7	Balance & Collaboration	<ul style="list-style-type: none"> OD, p.309-346 Schatteman, Alicia. “Show Me the Money.” 	Dec 8: Quiz
Dec 12	Wrap-up & Review		
Dec 14	Exam 3		Paper #3