

School of Planning, Public Policy and Management



PPPM 280 – INTRO TO THE NONPROFIT SECTOR

CRN 42391

CLASS SYLLABUS — SUMMER 2021

Instructor:	Bob Choquette
E-Mail:	choquett@uoregon.edu
Phone:	541.346.3851
Office Hours:	By appointment
Course Location:	http://bit.ly/SU21PPPM280
Meeting Dates and Time:	MW 12 noon-2:20 pm June 21 – August 11

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 service 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 understand 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 understand 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 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	20%
Weekly Reflections (6 of 7)	20%
3-2-1 Reading Responses (6 of 7)	20%
Research Assignments (2)	20%
Final Assignment	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.

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. 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: 1 Johnson 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 Response Team: 164 Oregon Hall or brt@uoregon.edu or <http://bias.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.

Inclusion Statement

The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or school head.

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.**

Late Assignment Policy

If you are unable to make it to class on the day an assignment is due, try to post any assignments that are due to Canvas that day. Late assignments generally receive only partial credit. If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Academic Misconduct

You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at <http://conduct.uoregon.edu>) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students

should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Plagiarism

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. For additional information about a common form of academic misconduct, plagiarism, visit:

<http://libweb.uoregon.edu/guides/plagiarism/students>.

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 (20%)

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. I'll expect you to attend most times we meet.

When present, you can earn participation points by contribution to discussions, either by speaking or engaging in the chat box by posting questions or adding to ongoing discussions.

If you miss a class and you want to make up your A&P grade, watch the recording (see *Panopto Recordings* section of Canvas) and post a summary under *Missed class makeup* in the Attendance and Participation section of Assignments on Canvas. Use the same format as the 3-2-1 reading responses, where you identify the three most important points from the class, two things you didn't understand, and one question you would pose.

Introduce Yourself to your Classmates

It's easier to feel confident asking questions and participating in class discussions if you feel like you know the instructor and other students in the class and that you are part of a supportive community. In a course like this, where we won't get to meet each other in person, we have to work extra hard to get to know each other. This discussion is meant to help us get started with that process. See Canvas for details.

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.

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 (500-750 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 last reflection
- Connect an element of class content with something happening in the world outside of class, either nationally, locally, or in your own life regarding nonprofits

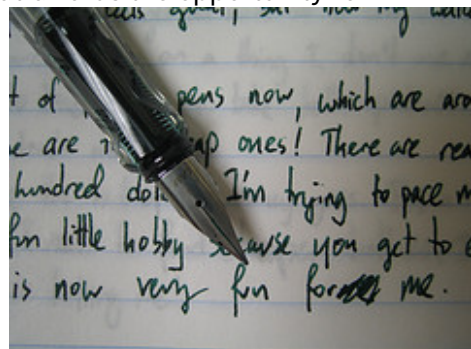
You need to post 6 reflections (of 7 possible) due Friday nights, uploaded to Canvas.

3-2-1 Reading Responses (20%)

We will be reading and discussing a chapter from the LeRoux and Feeney book most every Monday. For chapters 2-6 and 10, I would like you to post the following in a single document to Canvas by 6:00 am the morning we discuss each chapter in class (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.

You need to complete six 3-2-1 assignments (of 7 possible).



Research Assignments (20%)

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.

Final Assignment (20%)

I want you to learn more about the nonprofit sector by engaging with a nonprofit organization of your choice. I've created two options for you to complete this 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)
2. Volunteer (4 hours minimum, spread out over at least two days) with the nonprofit. You can start here to search for local opportunities:
<https://www.unitedwaylane.org/volunteer>
3. Attend a meeting of the nonprofit's board of directors (most likely via Zoom) **OR** interview a staff member (most likely via Zoom or telephone call)

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.

Write a 4-5 page paper (~1,500 words) that discusses the results of your analysis and discusses and reflects upon your experiences.

If/when you get to the point you want to attend a board meeting or interview a staff member, you must contact me first so class members don't overwhelm specific nonprofits. If too many people start engaging with the same nonprofit, I may have to ask you to select another organization.

Option 2: Research Paper

Write a 10-page research paper (~3,500-4,000 words) on a topic within the nonprofit sector that interests you. Feel free to talk to me about your topic idea if you'd like.

I am 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.

No matter which option you choose, you will make a brief presentation of your final assignment to the class during our last meeting.

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 following class	Assignments due this week
1	Mon	6/21	Introduction to the class / review syllabus	L&F Chapter 1	
	Wed	6/23	Defining the Nonprofit Sector	See this week's Canvas module	Introduce Yourself to Your Classmates discussion (Fri) Week 1 Reflection (Fri)
2	Mon	6/28	History of the Nonprofit Sector	L&F Chapter 2	3-2-1 Assignment (Mon)
	Wed	6/30	Historical and Legal Foundations of the Sector	See this week's Canvas module	Week 2 Reflection (Fri)
3	Mon	7/5	Theories of the Nonprofit Sector	L&F Chapter 3	3-2-1 Assignment (Mon)
	Wed	7/7	Nonprofit Taxonomy	See this week's Canvas module	Week 3 Reflection (Fri)
4	Mon	7/12	Nonprofits and Community Building	L&F Chapter 4	3-2-1 Assignment (Mon)
	Wed	7/14	Diversity, Equity and Inclusion in the Nonprofit Sector	See this week's Canvas module	Week 4 Reflection (Fri)
5	Mon	7/19	Community Service and Voluntary Action	L&F Chapter 5	3-2-1 Assignment (Mon)
	Wed	7/21	The Influence of Nonprofit Organizations on the Political Environment	L&F Chapter 7 See this week's Canvas module	Week 5 Reflection (Fri) Research Assignment 1 (Sun)

Week	Day	Date	Topic	Content for following class	Assignments due this week
6	Mon	7/26	Nonprofit and Voluntary Activism: Social Movements and Protest Politics	L&F Chapter 8	3-2-1 Assignment (Mon)
	Wed	7/28	Economic Contributions of Nonprofit Organizations	L&F Chapter 9 See this week's Canvas module	Week 6 Reflection (Fri)
7	Mon	8/2	Philanthropy, Foundations and Giving	L&F Chapter 6	3-2-1 Assignment (Mon)
	Wed	8/4	Philanthropy, Foundations and Giving (continued)	See this week's Canvas module	Week 7 Reflection (Fri) Research Assignment 2 (Sun)
8	Mon	8/9	The Future of Nonprofits and Civil Society Guest speakers - <i>Early Career Professionals Panel</i>	L&F Chapter 10 See this week's Canvas module	3-2-1 Assignment (Mon)
	Wed	8/11	Other Organizational Models Class Evaluation Student Poster Presentations		

No late work will be accepted after the end of our last class: Wednesday, August 11 at 2:20 pm