



**PAPP 5355 500**  
**Nonprofit Organizations in Public Policy**  
**Fall 2017**

Department of Public Affairs,  
 College of Architecture, Planning, and Public Affairs  
 University of Texas at Arlington

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Faculty Profile: <https://www.uta.edu/mentis/public/#profile/profile/view/id/4128/>

Office hours: On-Campus: By appointment

Online Office Hours: UTA Email & Blackboard.

Course Duration: August 14 - October 8, 2017

Academic Coach: Jennifer Sloan. Email: [jennifer.sloan@iconnect-na.com](mailto:jennifer.sloan@iconnect-na.com)

**Course Description:** This 8 week graduate level course will address issues specific to the third sector, also known as the nonprofit sector. This course focuses on institutions within this sector that develop and build communities, shape public policy, and impact society. The course will examine how policy influences nonprofits as well as how nonprofits impact policy. It will address the role of nonprofit organizations in the public policy process including advocacy strategies and techniques and examine in turn how laws shape nonprofit involvement in that process.

This course covers a number of topics within the numerous nonprofit institutions that provides a thorough introduction and understanding to the significant issues of the sub-sectors - topics include the history, evolution, and policy implications of these institutions in America, as well as internationally. The course will begin by examining trends and issues impacting this sector and its role, including a critical look at the growth and role of nonprofit institutions, their relevance and whether they are organized appropriately and have the flexibility and temperament to take on significant issues and problems.

**Course Objectives:** Upon successful completion of this course, students will comprehend the evolution of nonprofit institutions as well as understand the significant impact of the sub-sectors on public policies and thereby the society. Students will appreciate the growth of nonprofit institutions, their role in shaping public policy and building communities, including trends and issues that shape their impact. Further, the experiential format of this course allows students to apply theories and concepts learned to real life cases using traditional and non-traditional reporting formats. This class integrates theory and practice through online discussions, and therefore, participants are expected to engage in active discussion and debate with their peers based on full preparation for each class session.

**NASPAA Competencies:** Three of the five universal competencies required by NASPAA for students graduating from all accredited MPA programs are addressed in this course. These are:

**2. Domain: The ability to participate in and contribute to the policy process**

- a. Identify and explain the institutional, structural, and political contexts of policy making;
- c. Incorporate interest groups, executive-legislative relationships, judicial decision-making, and the media in the policy process;

**3. Domain: The ability to analyze, synthesize, think critically, solve problems and make decisions**

- i. Think critically as demonstrated by giving careful and unbiased consideration to relevant evidence, to contextual factors of the question at hand, and to fair standards for making a decision;
- j. Think critically as demonstrated by the use of well-reasoned argument that contributes to resolving complex problems

**4. Domain: The ability to communicate and interact productively with a diverse and changing workforce and citizenry**

- a. Demonstrate written communications proficiency: Writes concise reports based on sound research and analysis to help public decision making;
- b. Demonstrate oral communications proficiency: Presents information accurately, clearly, concisely, and persuasively to help public decision making;
- f. Value diversity and the contribution of multiple ‘world views’ to the effective identification of the most appropriate policy option

**Student Learning Outcomes:** Through course lectures, active group discussion, research activities, written resources and prepared material, students should, by the end of this course, be able to:

1. Understand and appreciate the emergence and growth of nonprofit institutions, their role in shaping public policies and their overall impact.
2. Examine the relationships, mutual dependencies, and unique differences between the nonprofit institutions.
3. Identify and compare the unique governance and leadership issues of each institution.
4. Examine the role of selected nonprofit institutions have to enhance the self-sufficiency of individuals and communities.
5. Analyze the community systems within which nonprofits operate, the strategic relationships they establish and the social capital they build within these systems.
5. Apply critical thinking to evaluate real-life cases and scholarly literature.
6. Demonstrate effective writing skills in various formats (i.e., case analysis, reaction papers, and research papers) and for various purposes (i.e., evaluating and informing).

**Required Textbooks:**

1. Helmut Anheier. 2014. *Nonprofit Organizations – Theory, Management, Policy*. (2<sup>nd</sup> Edition) Routledge. ISBN: 9780415550475  
**(Referred to as Anheier)**
2. Michael O’Neill. 2002. *Nonprofit Nation: A New Look at the Third America*. Wiley, John & Sons. ISBN : 0787954144  
**(Referred to as O’Neill )**

**Grading Criteria:**

<b>Assignments</b>	<b>Number of Deliverables</b>	<b>Points</b>	<b>Total Points</b>	<b>Due On</b>
Threaded Discussions	5	7 each	35	Weeks 1, 2, 3, 4, 7
Current Events Reaction Blog	2	10 each	20	Weeks 3, 6
Midterm Reflection Paper	1	20	20	Week 5
Final Paper	1	25	25	Week 8
<b>Total</b>			<b>100</b>	

Grades, in this course, are earned, not given. Students can earn a maximum of 100 points based on their performance in discussions, and paper writing assignments. There are no exams or extra credits.

### Grades Breakdown

A = 90-100%   B = 80–89%   C = 70–79%   D = 60–69%   F = 59% below

**Note:** Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. Graduate students are responsible for their work, and are expected to take ownership of their work.

### Descriptions of Major Requirements:

**1. Participation in Threaded Discussions:** A major goal of this course is to examine the nonprofits sector’s role in policy making. To that end, lectures will introduce and explain concepts, theories, and sub-sectors of the nonprofit universe, and students are required to apply those in threaded discussions. These threaded discussion participation will be graded on their content, relevance, and quality of their arguments. Please remember that simply posting a question, or agreeing/ disagreeing with someone without any substantive reasoning (e.g., I agree with the previous post), or arguing without any basis and/ or logic, will certainly not be considered “participation.” Please incorporate examples (could be from personal or professional experiences) to substantiate your points or arguments.

Refrain from using direct quotes – your understanding and interpretation of the subject/ content is more important. **Word limit: 250-300 for posts.**

Commenting: You are expected to comment on at least 1 other student’s post in a substantive manner; and respond to at least one comment made by peers on own post. In case you do not receive any comments, then you might comment substantively on 2 other students’ posts to make up for those points.

**Word limit: 150-200 for comments.**

Full and active participation in these discussions is expected. *Please try to post your discussion by Friday so that you can comment and respond to comments by Sunday when the forum will close.* No make-up for missed submissions will be allowed. Grading rubric provided on Blackboard.

**2. Current Events Reaction Blogs:** In order to demonstrate an understanding of the current events in the nonprofit sector, and to link theory with practice, each student must read, analyze, and write a short reaction paper on any media article addressing a major theme, concept, idea, or event on the nonprofit sector corresponding to the topic to be discussed that week. This short paper must be written in a blog format on Blackboard. Each student *must include two questions* on that topic, at the end of the paper, to facilitate discussions. Students can earn up to 10 points for leading and facilitating effective discussions on the topic. Student must facilitate and engage discussions on the topic with their commenters. The reaction blog should be based on the topic to be discussed on that particular week. **Current event articles must be about a specific event or policy impact on the specific topic of that week.**

Blog Requirements: The blog analysis should describe the event mentioned in the news item/article, how the event or situation relates to a major nonprofit administration and/or policy theme, idea, or concept from the readings for that week, and the student’s reaction to the article with appropriate justification. The blog (reaction paper) should be between **400 and 450 words** and should include a citation page that has a link to the news item (not counted in the word limit).

Commenting: The blogs must be posted by Friday of the week that it is due, so that students can comment and respond to comments by Sunday. Students are expected to comment on at least one blog post from another student, and respond to at least one comment made by peers on own post. Points are also allotted for effectively facilitating discussions in the “Comments” section by the blogger.

Grading: Grades will be based on how well the student integrates the article with the theories and concepts assigned for reading, how well the student understands and explains the case, their personal reaction/opinion to the news item (*most important*), and how well the paper is written in terms of sentence structure, grammar, and spelling. Refrain from using direct quotes – your understanding and interpretation of the subject/ content is more important. Grading rubric is provided on Blackboard.

**3. Midterm Reflection Paper:** The Reflection paper is a critical review of the topics discussed from Module 1 through Module 5, with adequate citations of scholarly sources (at least 5 journal articles; texts, and/ or books). This is a midterm evaluation of students' understanding of the topics discussed, and connection of these concepts to their practical value.

Please note that students must not evaluate the course, but rather, critically analyze the concepts, and how they matter in the broader administration of public and nonprofit organizations. Grading will be based on the thoroughness and thoughtfulness of the journal entry, and value-added based on students' understanding and interpretation of course materials and outside sources. The analysis should demonstrate the use of critical thinking skills while discussing the concepts, such as:

- What new ideas did you learn through the lecture, readings, outside research?
- How can you incorporate this information into your current nonprofit (or how would you incorporate it into a future position)?
- What is your biggest take-away from the readings?
- What specific quotes, ideas, and articles would you want to have for future reference?
- Were there any differing points of view presented, and if so do you have a stand either way?
- How do the assigned readings relate to your policy area of interest, or to another current policy issue? Provide examples.

Entries must be of 700 to 750 words, 12-point Roman font, and APA style for referencing. Grading rubric provided on Blackboard. If you need assistance with writing succinctly, please contact UTA's Writing Center.

#### **4. Final Paper**

*Description:* Students will identify a policy issue that is being debated at the local, state, or national scene, and the role of nonprofit sector in creating awareness about that issue, and advocating for or against that issue. Examples include immigration policies, sanctuary cities, education policies, health policies, clean energy, arts funding etc. This project is to examine and apply nonprofit advocacy in policymaking (i.e., spreading awareness, and lobbying) by presenting complex issues and positions in a factual, concise and compelling manner. Students will prepare a factual, data-driven paper that attempts to provide justification for a change in policy. Please remember this paper should not be your personal opinions, but you will be writing this paper as an external agency evaluating the issue and the role of nonprofits in supporting or opposing the policy. Therefore, no personal stories here.

You are expected to apply the data (statistics, stories, other evidence) to justify your position for a policy change – you could be writing in support of the policy or against the policy. What is important is you collect data and make your recommendations based on the evidence that you present. Think of yourself as advocates or proponents of an issue and write this paper (based on scholarly papers, data, factual evidence) to push for policy change. The paper must be convincing and persuasive in its tone, but must not be opinionated.

*Learning Outcomes:* Students are expected to understand and examine the role of nonprofit organizations in shaping public policies and their overall impact; analyze the community systems within which nonprofits operate, and the strategic relationships they establish; apply critical thinking to evaluate real-life cases and scholarly literature; demonstrate research proficiency and effective writing / presentation skills by evaluating and informing.

*Paper Requirements:* The paper (APA style, 5-7 pages or roughly 3000 words, double spaced) must contain the following - strong introduction to the topic; literature review (both scholarly and white papers can be included; no newspaper item or op-eds); objective data; and conclusions where you reaffirm your position on the policy, and if it needs to change based on your examination, and how the policy can affect community. The title page and references are excluded from the page limit.

Grading rubric provided on Blackboard.

*Approval:* A short policy proposal with your concepts/ ideas is due on Blackboard by **September 10, 2017** to receive a passing grade. Write a short proposal of your plans for your final paper by outlining the policy you have selected for examination. State your stand and please remember you are representing an organization/ agency, and therefore, why you, as part of an organization, support or oppose the policy. Please remember the final paper should not be your personal opinions, but you will be writing this paper as an external agency evaluating the issue and the role of nonprofits in supporting or opposing the policy. Your proposal must be written as an organizational stand and not your personal stand/opinions. Page limit: 1 page max.

The forum for the Paper will be available on Blackboard early so it is recommended that students start working on their papers as soon as they finalize their topics.

#### **NOTES on writing assignments:**

- Follow APA style for writing and formatting assignments. Discussion posts must follow APA style for citation and referencing.
- Proper referencing is required for sources cited in all assignments. Proper academic reference sources include primary and secondary research, journal articles (refereed, juried, or peer reviewed), professional and trade journals, abstracts, research reports and dissertations. Wikipedia is NOT a legitimate academic reference.
- Paper length guidelines do NOT include your title page, abstract page, bibliography of references, or appendices. The guidelines refer to the length of the body of the paper.

#### **Other Requirements:**

Students are also expected to find literature/ peer-reviewed journal articles and books using UTA's e-library contents for writing their assignments.

**Library Home Page** <http://www.uta.edu/library>

**Connecting from Off-Campus** <http://libguides.uta.edu/offcampus>

**Resources needed by students in online courses:** <http://www.uta.edu/library/services/distance.php>.

**Librarian to contact:** Mitch Stepanovich. Phone: 817-272-2945; Email: [stepanovich@uta.edu](mailto:stepanovich@uta.edu)

#### **Technical Requirements:**

In order to succeed in this course, you need to have some technical skills. These include:

1. Using the learning management system, Blackboard Learn. For help, visit UTA's student section of Blackboard Resources: <http://www.uta.edu/blackboard/students/index.php> or contact Blackboard Help directly by phone, chat, or submit a ticket: <http://bbsupport.uta.edu/ics/support/default.asp?deptID=8568>
2. Using email and other forms of electronic communication
3. Creating and responding to discussion threads. For help with Blackboard discussion boards, watch the video: <https://www.youtube.com/watch?v=UxjOU5sXmns&feature=youtu.be>
4. Creating journal entries. For help with Blackboard journals, watch the video: <https://www.youtube.com/watch?v=IvrzuPqYrkE&feature=youtu.be>
5. Creating and commenting on blogs. For help with Blackboard blogs, watch the video: <https://www.youtube.com/watch?v=OBTsn60Qm-I&index=9&list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU>
6. Submitting an assignment. For help with Blackboard assignments, watch the video: <https://www.youtube.com/watch?v=7ZuZW9-KAjY&index=2&list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU>

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this virtual course, I allow students to prepare for class at their own discretion while meeting course expectations. Participation in weekly discussions is recommended because of the accelerated nature of this course.

Regular participation in course related activities ensures timely completion of readings and assignments allowing students to keep pace with the coursework.

**Expectations for Out-of-Class Study:** Beyond the time required to read, review, and comprehend weekly class materials and completing required readings, students enrolled in this course should expect to spend at least an additional 3-4 hours per week of their own time in course-related activities such as completing assignments.

**Grading Criteria:** The criteria used to judge each research paper will heavily depend on the following:

- The accuracy, extent, and comprehensiveness of your research. (It should be clear that you spent a great deal of effort on this assignment.)
- The extent to which you synthesize the research and offer insights into the case.
- The logical organization, professionalism, and effectiveness of the overall presentation.

**APA Style for Writing Papers:**

- Hints for Manuscript Preparation using the APA Manual 6<sup>th</sup> edition: <http://libguides.uta.edu/apa>
- UTA Writing Center: [www.uta.edu/owl](http://www.uta.edu/owl)
- OWL (Purdue Online Writing Lab): <http://owl.english.purdue.edu/owl/resource/560/01/>
- American Psychological Association Style: <http://www.apastyle.org/>

**Helpful websites of Nonprofit Scholarly & Practitioner Publications:**

- Chronicle of Philanthropy: <http://philanthropy.com/>
- Foundation News and Commentary: <http://www.foundationnews.org/>
- Nonprofit Quarterly: <http://www.nonprofitquarterly.org/>
- Nonprofit Times: <http://www.nptimes.com/>
- Stanford Social Science Review: <http://www.ssireview.org/>
- Nonprofit and Voluntary Sector Quarterly: <http://nvs.sagepub.com/>
- Voluntas: International Journal of Voluntary and Nonprofit Organizations: <http://www.springer.com/social+sciences/journal/11266>
- Nonprofit Management and Leadership: <http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%291542-7854>
- Administration & Society: <http://aas.sagepub.com/>

**Course Policies:**

**Instructor Response Time:** 24 hours

**Assignments Due:** By 11:59 pm CST of the last day of the week, i.e., Sunday (unless otherwise noted)

**Assignment Feedback Time:** 72 hours minimum (varies with assignment)

**Q&A w/ Instructor:** Blackboard Discussion Board & UTA Email

**Make-up exams/ assignments:** None

**Extra credit:** None

**Communication Decorum:** UTA requires that all email communications be sent to UTA email. So, please check that regularly for updates. I treat my students with respect and expect similar treatment. Therefore, for email queries, be sure to use language appropriate in a professional communication.

**Late submissions:** Late assignments are not accepted unless prior arrangements have been made. Late assignment grades are reduced by 1 point per day after 11:59pm CST of the due date. Last assignments will not be accepted if they are submitted more than 7 days late. Discussions may not be submitted for credit after a week has ended. In case of emergencies, notify the instructor immediately via email.

**Grade Appeals:** If you believe your paper was graded in error, you may appeal it by typing a note explaining why you believe your grade is incorrect and attaching it to your original graded document (via email).

**Citations & References:** Your work should be original. Quotation and paraphrasing of other's work without citation will not be accepted. This includes material downloaded online from websites. For example, material from the nonprofit organization's website and/or other promotional material should be noted as such through footnotes or endnotes. When in doubt, include a citation.

**Online Discussion Decorum:** Civility and Politeness appreciated. Please refer to the following netiquette guidelines:

- Review your work before you post. Make sure to present your ideas in a clear, logical order and in a non-threatening tone.
- To help convey tone, use popular emoticons such as J (smiley face). But, be careful not to overuse them.
- Avoid writing in all capital letters as this conveys shouting.
- Use appropriate and non-offensive language. Slang, sarcasm, and abbreviations can be misunderstood.
- Respect others and their opinions. Disagree respectfully.
- Adhere to copyright rules and cite your sources.

#### OTHER INFORMATION AND UNIVERSITY POLICIES

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog.

For graduate courses, <http://catalog.uta.edu/academicregulations/grades/#graduatetext>.

For student complaints, see <http://www.uta.edu/deanofstudents/student-complaints/index.php>.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

**Title IX:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to [resources@uta.edu](mailto:resources@uta.edu), or visiting [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Writing Center:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops they offer, scheduling a classroom visit, and descriptions of the services for students and faculty members, please visit [www.uta.edu/owl/](http://www.uta.edu/owl/).

**The IDEAS Center** (2<sup>nd</sup> Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR):** The Writing Center Offers free tutoring in 20, 40, or 60-minutes face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com> . Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library's 2<sup>nd</sup> floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

### Schedule

(As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course – Karabi C. Bezboruah)

#### Important Notes:

1. All assignments must be submitted in the forums created on Blackboard by the last day of the module, i.e. Sunday @ 11:59 CST pm, unless noted otherwise.
2. For Threaded Discussions and Blogs, please try to post by Friday so that classmates can comment on your post, and you have time to respond to those comments.
3. Email submissions will NOT be accepted. There are forums created for every assignment – please submit on Blackboard, unless otherwise noted.

**Week 1: Aug 14 - Aug 20: Foundation of the Nonprofit Sector** -- What is the nonprofit sector and what are its characteristic? Discussion of scope and characteristics, and the various terminologies used. How they are legally classified? What is tax-exempt status?

#### Readings:

- Anheier: Chaps 1, 2, 3, 4, 8
- O’Neill: Chap 2
- What is the nonprofit sector? In Brief <http://www.urban.org/UploadedPDF/412434-NonprofitAlmanacBrief2011.pdf>
- Eisenberg, Pablo. “The Nonprofit Sector in a Changing World.” *Nonprofit and Voluntary Sector Quarterly*, Vol. 29, No. 2, 2000: 325-330.
- Salamon, L., & Anheier, H. (1998). Social Origins of Civil Society: Explaining the Nonprofit Sector Cross-Nationally. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 9(3), 213-248.
- Salamon, L. M., L.C. Hems, and K. Chinnock. (2000). *The Nonprofit Sector: For What and for Whom?* Working Papers of the Johns Hopkins Comparative Nonprofit Sector Project, no. 37. Baltimore: The Johns Hopkins Center for Civil Society Studies.

#### **Assignment due by August 20 @ 11:59pm:**

- Introductions (Post to the “Introductions” discussion thread)
- Threaded Discussion 1
- Course pretest (Ungraded but required)

**Week 2: Aug 21 – Aug 27: Nonprofit Resource Development** – What are the resources of a nonprofit organization? How could they be developed and maintained? What are the challenges of resource development?

#### Readings:

- Anheier: Chaps 6, 7, 9,13, 14
- Pratt, J. (2005). Analyzing the Dynamics of Funding: Reliability and Autonomy. *The Nonprofit Quarterly*, 12 (4): 75-79
- Isett, K. & Provan, K. (2005). The Evolution of Dyadic Inter-organizational Relationships in a Network of Publicly Funded Nonprofit Agencies. *JPART*, 15 (1): 149-165.
- Chaves, M., Stephens, L., & Galaskiewicz, J. (2004). Does Government Funding Suppress Nonprofits' Political Activity? *American Sociological Review*, 69 (2): 292-316.
- Froelich, K. (1999). Diversification of Revenue Strategies: Evolving Resource Dependence in Nonprofit Organizations. *Nonprofit and Voluntary Sector Quarterly*, 28(3): 246-268

#### **Assignments due by August 27 at 11:59pm:**

- Threaded Discussion 2

**Week 3: Aug 28 – Sep 3: Subsectors – Religion; Education; Social; & Health**

What is the role and significance of these sub-sectors in the American nonprofit sector? How are these sub-sectors related? What are their challenges and societal benefit and policy impact? What is their current trajectory? What is its evolving relationship with public policy and government? How has it promoted or discouraged social change?

**Readings:**

- Anheier: Chap 5
- O'Neill: Chap 3, 4, 5, 6
- Clerkin, R.M., & Grønbjerg, K. (2007). The Capacities and Challenges of Faith-Based Human Service Organizations. *Public Administration Review*, 67(1), 115-126.
- Hansmann, H. (1996). The Changing Roles of Public, Private, and Nonprofit Enterprise in Education, Health Care, and Other Human Services.  
<http://www.nber.org/chapters/c6565.pdf>
- Austin, M. (2003). The Changing Relationship between Nonprofit Organizations and Public Service Agencies in the Era of Welfare Reform. *Nonprofit and Voluntary Sector Quarterly*, 32 (1), 97-114. <http://nvs.sagepub.com/content/32/1/97.full.pdf+html>

**Assignments due by September 3 @ 11:59 pm CST:**

- Threaded Discussion 3
- Current Events Blog 1

**Week 4: Sep 4 - Sep 10: Subsectors: Arts; Advocacy; Development Corporations**

Discuss the contributions of the Arts & Culture nonprofits; Significance of the development corporations. Examine the special rules for advocacy groups. Why has there been such tremendous growth in the number of nonprofit interest groups?

**Readings:**

- O'Neill: Chap 7
- Cargo, R. (1995). Cultural Policy in the Era of Shrinking Government. *Policy Studies Review*, 14(1/2), 215-114.
- Shaffer, M. (1995). The Internal Dynamics of Environmental Organizations: Movement Interest Groups, Communal Advocacy Groups, and the Policy Process. *Policy Studies Review*, 14(1/2), 183- 194.
- Gittell, R., Wilder, M. (1999). Community Development Corporations: Critical Factors that Influence Success, *Journal of Urban Affairs*, 21(3), 341-362.
- What Nonprofits Can and Cannot Do in an Election Year.  
<http://www.ncnonprofits.org/faq/cgxvii2pg7.pdf>
- Filicko, T., & Lafferty, S. (1999). Defining the Arts and Cultural Universe: Early Lessons from the Profiles Project. [https://aaep.osu.edu/sites/aaep.osu.edu/files/paper7\\_0.pdf](https://aaep.osu.edu/sites/aaep.osu.edu/files/paper7_0.pdf)
- Community Character: How arts and cultural strategies create, reinforce, and enhance a sense of place. <https://www.planning.org/research/arts/briefingpapers/pdf/character.pdf>

**Assignments due by September 10 at 11:59 pm CST:**

- Threaded Discussion 4
- Final Paper Proposal due

**Week 5: Sep 11 – Sep 17: Nonprofits as Policy Implementers and Policy Influencers --**

Discuss the relationship between government and nonprofits esp. how devolution affects nonprofits? Examine the impact of government funding on nonprofits - effects of changes in policy on nonprofit provision of services.

**Readings:**

- Anheier: Chaps 15, 16,
- Balboa, C. & Deloffre, M. (2015). Policymaking in the Global Context. Training Students to build effective Strategic Partnerships with Nongovernmental Organizations, JPAE, 21(3), 417-434.  
[http://www.naspaa.org/JPAEMessenger/Article/VOL21-3/10\\_Balboa%20Deloffre.pdf](http://www.naspaa.org/JPAEMessenger/Article/VOL21-3/10_Balboa%20Deloffre.pdf)
- Young, D.R. 2000. Alternative Models of Government-Nonprofit Sector Relations: Theoretical and International Perspectives. *Nonprofit and Voluntary Sector Quarterly*, 29 (March): 149-172.
- Gazley, B., and J. L. Brudney. 2007. The Purpose (and Perils) of Government-Nonprofit Partnership. *Nonprofit and Voluntary Sector Quarterly*, 36: 389-415.
- Van Slyke, D.M. 2007. Agents or Stewards: Using Theory to Understand the Government-Nonprofit Social Service Contracting Relationship. *Journal of Public Administration, Research, & Theory*, 17: 157 – 187.
- Selsky, J.W, & Parker, B. (2005). Cross-Sector Partnerships to Address Social Issues: Challenges to Theory and Practice. *Journal of Management* (31): 849-873

**Assignment due by September 17 at 11:59 pm CST:**

- Midterm Reflection Paper

**Week 6: Sep 18 – Sep 24: International NGOs** -- Discuss nonprofit sector internationally; policy challenges; and examine their interrelatedness, challenges and opportunities.

**Readings:**

- Anheier: Chap 17, 18
- O’Neill: Chap 9
- Edwards, M., Hulme, D., & Wallace, T. (1999). NGOs in a Global Future: Marrying Local Delivery to Worldwide Leverage, *Public Administration & Development*, 19(2), 117-136.  
<http://www.futurepositive.org/docs/futures.pdf>

**Assignment due by September 24 at 11:59 pm CST:**

- Current Events Reaction Blog 2

**Week 7: Sep 25 – Oct 1: Nonprofits & Social Entrepreneurship - A Summary of Value Creation:**

Examine nonprofits as “incubators of innovation” and social entrepreneurship. How do nonprofits build organizational capacity and respond to changing rules, institutional pressures, and social needs? What are challenges and opportunities of this sector?

**Readings:**

- Anheier: Chaps 10, 12
- O’Neill: Chaps 10, 11
- Porter, M. & Kramer, M. (1999). Philanthropy’s New Agenda: Creating Value, *Harvard Business Review*.  
[http://www.fsg.org/Portals/0/Uploads/Documents/PDF/Philanthropys\\_New\\_Agenda.pdf](http://www.fsg.org/Portals/0/Uploads/Documents/PDF/Philanthropys_New_Agenda.pdf)

**Assignments due by Oct 1 at 11:59 pm CST:**

- Threaded Discussion 5
- Course Post Test (ungraded) due

**Week 8: Oct 2 – Oct 8: Final Week** – Submit Final Project paper and Course Evaluation.

Thank you!