Overview
This course provides a multidisciplinary overview of the nonprofit sector, which is a large segment of the economy that both parallels and complements the public and private for-profit sectors. We trace the development and presence of the nonprofit sector in the United States and its activities, and outline the legal constraints under which it operates, and explore the political reasons for these constraints.

The guiding questions of this class are: What is the nonprofit sector? What does it do and why does it exist? How does it do what it does? The basic goal is to help students have a general understanding of the ongoing issues and challenges of the sector.

This course is a required introductory course for both the major and minor in Planning, Public Policy and Management (PPPM) and for the minor in Nonprofit Administration. There are no prerequisites for this course.

Competencies
By completing this course, students will be able to:

- Understand and evaluate the primary theories of the nonprofit sector.
- Understand the role of nonprofit organizations in the economy, in advocacy and in policy.
- Evaluate the ways that nonprofit organizations carry about their work.
- Recognize the trends informing and future of the nonprofit sector.

General Requirements and Information
The format of the course will be readings with lectures and discussions. It is expected that the assigned readings will be completed prior to the date in which they will be covered in the lecture. Any discussions
in class, including guest lectures and discussion of questions brought up by fellow students, are likely to appear on the exams. In addition, all assigned readings, videos and links are fair game for inclusion in your exams unless explicitly exempted.

Grades on late assignments will be deducted 5% per day. However, if an answer is posted to the website, no late homework assignments are accepted (no credit). If you miss a class, please arrange to get class notes from a classmate. Please note the date of the final exam and arrange your vacation plans so that you will not miss the exam.

Classroom Environment
In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others’ contributions with both an open mind and a willingness to question one’s own assumptions and biases.

Professional Practice
Students are expected to behave in a professional manner at all times.

- Students should treat each other, the instructor and Graduate Teaching Fellows (GTFs) with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.
- I expect all course assignments to be typewritten.

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.

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

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. Additional information about a common form of academic misconduct, plagiarism, is available at: www.libweb.uoregon.edu/guides/plagiarism/students.

Documented Disabilities
Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.
Diversity, Inclusion and Respect Statement

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to the Bias Response Team at http://bias.uoregon.edu or brt@uoregon.edu

Sexual Violence, Harassment and Survivor Support

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that all UO employees (including Graduate Teaching Fellows) are required reporters. This means that if you tell us about a situation, we may have to report the information to our supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.
Grade Composition

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<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Homework Assignments</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Group Presentation</td>
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<tr>
<td>Midterm Exam</td>
<td>30%</td>
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<td>Final Exam</td>
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Grade Distribution

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<td>D-</td>
<td>60-63.99%</td>
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<td>F</td>
<td>Under 60%</td>
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Homework Assignments:
Homework assignments should be 2-3 pages (double or single-spaced) answering the questions posed on Canvas. Students should, at a minimum, draw from the assigned readings and class discussions in responding to the assignment prompt. Personal experiences and outside readings or examples can also be included. Assignments should be uploaded to Canvas by the due date. Late assignments will have 5% deducted each day the assignment is late (i.e., five days late will result in a 25% deduction). Homework assignments are worth 10% each, for 20% of your total grade.

Participation
A portion of your grade will be determined by your participation in lectures and discussion sections. Although attendance will not be a part of this participation grade, per se, it will be hard to earn full credit if you are not in class to participate. In addition, the course instructor and GTFs reserve the right to hold a pop quiz, which will be applied towards your participation grade, if class attendance appears to be suffering. Participation will account for 10% of your final grade.

Group Presentation
Students will be required to present a group presentation once during the term during the discussion section. More details on this assignment is available on Canvas, and students will be assigned groups and select their topic and presentation week during the second week of class. This will account for 10% of your grade.
**Midterm Exam:**
The midterm exam will be held in-class and consist of short-answer essays with possible multiple choice questions. A make-up exam will be scheduled for students who miss the regularly scheduled midterm exam due to serious illness or family emergency only. This will account for 30% of your final grade.

**Final Exam:**
The final exam will be held on Friday, March 18 at 8am, and will be made up of short answer essays with possible multiple choice questions. A make-up exam will be scheduled for students who miss the regularly scheduled final exam due to serious illness or family emergency only. The final will count for 30% of your final grade.

**Readings**
All readings should be completed by the first lecture day of the week. For example, Week 2 readings should be completed by the Monday lecture of Week 2.

**Assigned Textbooks (Required):**

**Assigned Harvard Business Publishing Reader (Required)**
- We will be using cases published by Harvard Business Publishing during the course of the term. You can access your term coursepack and pay for the cases at: https://cb.hbsp.harvard.edu/cbmp/access/42919717 (you will have to register for the site first, if you haven’t already).

**Top Hat Online Application (Required)**
- This software will help keep class attendance, as well as support our class discussions. A portion of your participation grade will be drawn from participation in Top Hat items. You can review and purchase the Top Hat application at www.tophat.com. (Note, if you have already purchased this for another course, or bought the lifetime license/account, there will be no additional fee for use of Top Hat for this course).
- Top Hat uses your mobile devices or laptops. If you do not have a mobile device (phone, tablet or laptop), please let the instructor know immediately.
- The course code for this class is 928556.

**Additional readings** are listed below and will be provided on Canvas, unless otherwise noted. Students are also encouraged to follow the blogs of one or more nonprofit organizations. We will likely discuss current events (as they pertain to the nonprofit sector) in class.
Tentative Schedule of Lectures and Readings
(Subject to Change; Any Changes Will Be Communicated by Email and Added to Canvas)

Week 1: Intro to the Nonprofit Sector (January 4 & 6)

Readings:

- Leroux and Feeney, Chapter 1

Week 2: History and Leading Theories of the Nonprofit Sector (January 11 & 13)

Readings:

- Leroux and Feeney, Chapters 2-3

Week 3: Mission, Ethics and Accountability (January 18 & 20)

NO CLASS JANUARY 18 – MLK Day

Readings:

- CASE: Standards for Child Sponsorship Agencies (HBP Coursepack)

Assignment 1 Due Sunday, January 24 at 11:59pm, uploaded to Canvas

Week 4: Government-Nonprofit Relationships (January 25 & 27)

Readings:


Week 5: Midterm and Voluntary Action (February 1 & 3)

- MIDTERM First Session (February 1)

Readings:

- Leroux and Feeney, Chapters 4-5
Week 6: Advocacy and Protest Movements (February 8 & 10)

Readings:

- Leroux and Feeney, Chapters 7 and 8
- CASE: Planned Parenthood (HBP Coursepack)

Week 7: Foundations, Philanthropy and Charitable Giving (February 15 & 17)

Readings:

- Leroux and Feeney, Chapter 6

Week 8: Social Enterprises and Social Entrepreneurship (February 22 & 24)

Readings:

- CASE: Social Entrepreneurship: Kiva (HBP Coursepack)

Assignment #2 Due Sunday, February 28 by 11:59pm Uploaded to Canvas

Week 9: (December 1): Nonprofits from an International Perspective (February 29 & March 2)

Readings:

- Anheier, Chapter 17 (on Canvas)
- “How can NGOs meet the challenges of ethical spending?” The Guardian, September 10, 2014 (on Canvas)
- Getting Help to Victims of 2008 Cyclone Nargis: AmeriCares Engages with Myanmar's Military Government (HPB Coursepack)

Week 10 (December 1): The Future of the Nonprofit Sector (March 7 & 9)

Readings:

- LeRoux and Feeney, Chapter 10

FINAL EXAM DATE Friday, March 18 at 10:15am