Fall 2024

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Office Hours: Tues 10:30 a.m. - 3:30 p.m.

and by appointment --36 business-hours prior notice, please

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please use Canvas email for class matters (not davabell@iu.edu)

Amy Tomey, Administrative Assistance adtomey@iu.edu **General Information**

N521 (Nonprofit and Voluntary Sector) is the first of two required courses for the Nonprofit Management concentration in the MPA program and as such is designed to provide a solid foundation for understanding the nonprofit sector and its role in the lives of individuals, communities, and nations.

Special note for Nonprofit Management Students: While N521 is designed to be a pre-requisite for N525 (Nonprofit Management and Leadership), some general topics (e.g., nonprofit legal or ethical frameworks) **will be covered in both courses**. However, the courses differ in their purpose and structure: **N521 will focus more on conceptual frameworks**, while N525 is an **applied course**. Thus, N521 will examine **why and how** particular features or dimensions apply to nonprofit organizations, while N525 will focus on the implications and **practical applications of these particular features for nonprofit managers.**

Purpose of Course, Learning Methods, and Outcomes

Official course description: **"**The theory, size, scope, and functions of the nonprofit and voluntary sector are covered from multiple disciplinary perspectives including historical, political, economic, and social."

The nonprofit sector is a crucial part of the social, political, and economic landscape of the U.S., but is often overlooked by policy analysts. This course aims to provide you with a broad overview of the sector, its origin, size, and role in American society and elsewhere. By the end of the course, you will have acquired an essential map of the U.S. nonprofit landscape, an understanding of the map's major features, and the skills to read and use the map in charting your future career. We will also look at how the nonprofit landscape may look very different in other societies.

To do so, we will review the history, size, scope, and dimensions of the U.S. nonprofit sector. We will also examine explanations of and approaches to the sector (i.e., its political, economic, social and philosophical underpinnings) in some depth along with religious and ethical foundations. You will become familiar with the different types of nonprofit organizations, how nonprofits relate to government and the private business sector, and how these relationships differ across nonprofit fields and across societies. We will also look at why and how people organize themselves, give financial support, and/or donate their time.

Group Project	Components Grading Weight
Scheduled Tasks	4%
Peer Evaluations	6%
Remainder	35%

To fully explore these issues and benefit from the specific interests and expertise of other students in the class, students will complete a single **group project** in several phases, including a written report and class presentation (**45% of course grade**). Teamwork serves getting acquainted with fellow students and prepares for future O'Neill courses. The project is designed to allow students to draw on their familiarity with a particular nonprofit field or organization and tailor the work to their interests.

The several phases involve Scheduled Tasks. Scheduled Tasks-(e.g. project proposal, literature review, summary of data, etc.) count toward total grade for the report in light of **its value in advancing the project**. Of the total course grade 1% is attributed to each Scheduled Task and is included in the 45% for the project.

- Due dates of all Scheduled Submission of Tasks will be provided in Canvas.
- The Scheduled Submission of Tasks **are primarily intended to move the project forward, rather than assessed for quality**. That is, it is intended for the report writing process to proceed over time that allows for reflective, thoughtful, contemplation by the student before producing a final report.
- Scheduled Submission of Tasks will also be used to see if there is improvement and refinement of analysis.
- The Scheduled Submissions of Tasks and the Final Report are to be deposited in Canvas **by the specified time on the date due**. THE FILE NAME IS TO BE IN THE FOLLOWING FORMAT: (name)_FR_(date), for example DavidBell_FR_0927.

Students will also complete **discussion posts, which include class-lead discussions and presentations** (15% of course grade)**,** spread throughout the semester and a take-home **final exam essay/paper** (40% of course grade).

Unless specifically specified otherwise in Canvas or assignment instructions, **assignments are not accepted late,** except in extraordinary circumstance.

Doctoral Students: Doctoral students and wishing to receive doctoral-level credit for this course, must identify themselves the first week of classes so that a meeting can be scheduled to agree on a course plan that meets O'Neill expectations for doctoral level work. Normally, expect doctoral students in this course are expected to complete: (1) a minimum of ten weekly journals reflecting on all assigned readings (both required and recommended) for that week (submit under the Journals page) and (2) a comprehensive, conceptually focused final paper in lieu of, but modeled on, the Final Exam.

<u>Learning outcomes</u>

By the end of this course, you will be able to provide a cogent description and explanation of the following:

1. The size, composition, and legal foundations of the nonprofit sector
2. The role of nonprofit institutions in communities and societies - political, economic, and sociological perspectives on the sector
3. How nonprofit institutions relate to government and the for-profit sector and how these dynamics vary across major nonprofit policy arenas
4. What accounts for variations in the role of the nonprofit sector over time & place – historical, community and cross-national dimensions
5. Why people give of their time, expertise, money, goods - philosophical and social science perspectives
6. How giving is structured - philanthropic institutions and incentive structures
7. Sources and limitations of information about nonprofits and voluntary social action.

Required Reading

David O. Renz et al (eds.) *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, San Francisco: Jossey-Bass, Inc., 2024 (Referred to as Jossey-Bass or JB) **accessible via IUCAT as an eBook.**

Michael Edwards, *Civil Society*, 4th Edition, (2020) Wiley (Referred to as Edwards), Preface and Ch.1 will be available in Canvas.

Other readings as specified in the activities or additionally assigned.

Course requirements

Academic Integrity: Academic integrity is extremely important and as such academic dishonesty will not be tolerated. Students who commit such acts may experience an academic sanction for the course and be reported to the Dean of Students. Academic dishonesty can take different forms, and includes, but is not limited to: cheating, plagiarism and computer abuse. **Writing assignments in this course are to be the student's words, with limited exceptions** (e.g., limited quotations), **informed by research**. Use of AI (such as ChatGPT) in this class to assist in completing assignments will be allowed as a research device similar to Google, Academic Search (EBSCO), and other such tools often on the IU library website. A student has not committed plagiarism if the student, for example, asks ChatGPT to find three articles on a particular topic (just like the student could use Google Scholar to find three articles on the topic), reads the articles, and cites the articles. Submitting any ideas or materials taken from AI without full acknowledgment is an act of plagiarism, as defined by IU.

If you use AI in an unauthorized manner, you will be committing plagiarism* and will be subject to penalties in this class and sanctions by Indiana University.

 *Plagiarism: Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course. https://studentcode.iu.edu/responsibilities/academic-misconduct.html. (emphasis added)

The academic policy can be located at: https://studentcode.iu.edu/

O'Neill faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Students have the option of submitting their papers without a reference to their name on the paper or file name for the purpose of anonymity of your paper in the Turnitin.com reference database file. Your instructor can identify your paper through the Canvas submission. **Submitted papers will be in APA style with Times Roman Font 12 typing format.**

IU's grading policies: *https://policies.iu.edu/policies/aca-66-grades-and-grading/index.html*

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Dropping the Course: Students who stop attending class without properly withdrawing from the class by the date mandated by the registrar will receive a grade of F. It is important to withdraw from a course within specified timeframes (refer to the Office of the Registrar website at http://registrar.indiana.edu/policies/index.shtml). The auto-W deadline is NO LONGER THE LAST DAY OF CLASS (as it was during and post-Covid). After the auto-W deadline, withdrawal will be significantly limited, and you will need permission to withdraw and must

meet requirements established by O'Neill. Contact your advisor or the appropriate Program Director if you want to petition for late withdrawal.

Schedule of Assignments: See table below. Also, see Canvas for assignments and due dates. Students MUST view Canvas to identify all assignments and due dates (e.g., homepage, calendar)

NOTE: Modifications are likely to be made to this syllabus throughout the semester. The modifications shall be provided in class and/or Canvas. Other readings, such as those needed for Discussion assignments, shall be provided in Canvas.

Week	Topic and Activities
1 (8/26-9/1)	**Introduction. Why a third sector?** Democracy, impact of voluntary sector. Civil Society (Edwards) Preface and Ch. 1
2	**Labor Day. No class Monday 9/5** **Sector scope, structure and distribution**. Sector's legal structure. Bruce Hopkins, Starting and Managing a Nonprofit Organization, 7th Edition, (no other edition acceptable) Chs. 2 & 6 (access eBook via IUCAT) IRS Instructions for Form 990: General Instructions, Helpful hints, A. Who Must file, B. Organizations Not Required to File Form 990 or 990-EZ (https://www.irs.gov/instructions/i990#en_US_2023_publink11283jd0e347)
3	**History of sector**. Powell & Bromley: The Nonprofit Sector: A Research Handbook, 3rd edition, (P&B) Ch. 2 (access eBook via IUCAT).
4	**Theories of the sector.** Economic, political, civil society, social capital, sociology JB. Chs. 10 (Andersson and Kerlin) & 11 Faulk and Hall
5	**Theories of the sector (continued).** Edwards Chs. 2, 3, and 4 Video: RESIST exhibit (Link in Canvas)
6	**Theories of the sector (continued).** P&B Ch. 11
7	**Fields of Activity.** Social services, health, education, arts/culture/humanities, international/community development, environmental advocacy. JB Ch. 20; P & B Ch. 17
8	**Fields of Activity (continued)** P & B Ch. 18
9	**Fields of Activity (continued)** **Pallas and Sidel** (2020), Foreign Aid Reduction and Local Civil Society, *Nonprofit Policy Forum*, Vol.11(1) (find journal in IUCAT); ; **John Casey** (2016), *The Nonprofit World*, Ch. 7, International Nonprofits at Work, p. 210-235 (only)
10	**Fields of Activity (continued)** JB Ch. 13 Mason

Week	Topic and Activities
11	**Cross Nation Perspectives.** **John Case** (2016), Comparing Nonprofit Sectors Around the World, *Journal of Nonprofit Education and Leadership*, Vol. 6(3), p. 187-223 P&B Ch. 30 Yoshiho Matsunaga et al (2010), What Determines the Size of the Nonprofit Sector? *Voluntas*, 21, p. 180-201.
12	**Religious and ethical foundations.** People in Congregations, Ethical ideals and expectations, organizational culture Chaves, Roso, Holleman & Hawkins. 2021. Congregations in 21st Century America. Durham, NC: Duke University, Department of Sociology (Canvas). For final version, see https://sites.duke.edu/ncsweb/files/2022/02/NCSIV_Report_Web_FINAL2.pdf JB Ch. 7
13	**Giving and volunteering.** Normative/ethics, personality/socialization, volunteers/communities, institutional philanthropy JB Ch. 25 Nesbit P&B Ch. 23
14	Thanksgiving Break
15	**Giving and volunteering (continued).** Gazley et al (2022), Giving and going, *Nonprofit Management and Leadership*, February 10, 2022 (Early View) **Paik and Navarre-Jackson** (2011), Social Networks, Recruitment and Volunteering, *Nonprofit and Voluntary Sector Quarterly*, Vol. 40(3), p. 476-496.
16	Overview, Review and Discussion **Final Exam**

IV. OTHER IMPORATANT MATTERS FOR COURSE SUCCESS

Expectations of civility and professional conduct. The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

• Students are expected to attend class regularly and to be prepared for class. To learn the material in this course, students should plan to devote 6 to 8 hours EACH week to the course

outside of class sessions. Please be sure you reserve time needed for preparation and study. You are expected to attend class and attendance will be taken. Not attending class regularly shall result in course assignments not being accepted, except in extraordinary circumstances. The link provides university guidance on dropping a course due to excessive absences: https://studentlife.indiana.edu/student-support/care-and-resource-center/attendance.html#:~:text=Prolonged%20absences,focus%20on%20your%20academic%20 goals.

• Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.

• Students must abide by the course policy regarding use of electronic devices in the classroom.

• Students must responsibly participate in class activities and during team meetings.

• Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.

• Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.

• Students must not destroy or deface classroom property nor leave litter in the classroom.

Technology Resources. Get no-cost access to hundreds of software programs and applications through IUware and IUanyWare. All you need is your IU email address.

Use IUware to install software directly onto your hard drive. Use IUanyWare to stream 400+ apps on your desktop or through the mobile app with your IU login.

Visit iuware.iu.edu and iuanyware.iu.edu, or contact the UITS Support Center to learn more.

Technology needs for this class: A student will need the following:

1) A suitable device (Desktop PC/Laptop)

2) An Internet connection with at least 25 Mbps download speed (contact vpsa@indiana.edu with questions or issues).

3) A functional webcam, microphone, and headphones/earbuds (a headset that combines headphones and microphone is recommended)

4) In PC/Laptop, a modern browser (Safari and Internet Explorer are not recommended)

Note: for Respondus Monitor the tech needs are-- Windows: 10, 8, 7 or Mac: OS X 10.12 or higher; iOS: 10.0+ (iPad only). Must have compatible LMS integration. Web camera (internal or external) & microphone A broadband internet connection

There may be industry production backlogs. Students should anticipate delays when ordering both hardware and WiFi subscriptions and should plan ahead.

Internet Connectivity Resources

Students with internet connectivity issues should contact vpsa@indiana.edu, and they will help triage that best option to help them get online.

UITS has made it possible for students to access Windows computers in the STCs remotely during campus closures using IUanyWare. However, STC Mac labs are not available via IUanyWare. Further information can be found at: https://kb.iu.edu/d/bfer.

Writing Tutorial Services

Writing Tutorial Services helps students at any stage of the writing process, from brainstorming to outlining to revising. Graduate and undergraduate peer tutors work one-on-one with students on writing assignments from all types of classes, with an emphasis on introductory-level courses. https://wts.indiana.edu/

Counseling and Psychological Services

For information about services offered to students by CAPS: http://healthcenter.indiana.edu/counseling/index.shtml.

<u>TimelyCare</u>

Indiana students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services. https://www.iu.edu/mental-health/find-resources/timely-care.html#0

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. **This form must be presented to the course instructor by the end of the second week of this semester**. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the

student. Information about the policy on religious observation can be found at the following website: https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html

Accessible Educational Services (formerly Disability Services for Students)
Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor, and the AES Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: https://studentlife.indiana.edu/student-support/iub-aes/index.html

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

i.   The Sexual Assault Crisis Service (SACS) at 812-855-8900

ii.   Counseling and Psychological Services (CAPS) at 812-855-5711

iii.   Confidential Victim Advocates (CVA) at 812-856-2469

iv.   IU Health Center at 812-855-4011

For more information about available resources: http://stopsexualviolence.iu.edu/help/index.html.

It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit http://stopsexualviolence.iu.edu/help/index.html to learn more.

Bias-Based Incidents

Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email biasincident@indiana.edu or incident@indiana.edu; 2) call the Dean of Students Office at (812)

855-8188; or 3) use the IU mobile App (m.iu.edu). Reports can be made anonymously (https://studentaffairs.indiana.edu/student-support/get-help/report-bias-incident/index.html).

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: https://asianresource.indiana.edu/index.html