

**Indiana University-Purdue University Indianapolis
School of Public and Environmental Affairs**

**V521 - NONPROFIT AND VOLUNTARY SECTOR
Course Syllabus – Fall 2006**

Instructor: Marc Hardy

SPEA V521, Section 17810

ES 2100 (Education Building), Tuesday 6:00 - 8:40 p.m.

Telephone: 317-940-6140 (Butler Institute for Research and Scholarship)

Fax: 317-940-9074

Office Hours: Monday before class from 5:00-5:45, after class from 8:45-10 PM and by appointment. You can also come to my office at Butler University in Jordan Hall, Room 245.

Email: please email me through Oncourse (I am attempting to move into the 21st-Century and use the new Oncourse, so we will all get frustrated and learn together).

What you can expect from me

My first goal is to not waste your time by designing a boring class. I assure you that will not be the case. This is *your* class, you are paying for it, and my objective is to give you your money's worth. I realize that most of you are working at least part-time and many of you fulltime, and that the end of the day can be deadly. I will do my part to make sure this is a class that is stimulating and increases your already well-developed intellect. I ask in return that you make the time to read the material assigned (turning off reruns of "Seinfeld" and "The Simpsons" will help immensely) and be ready for some lively discussions and activities. I will also do everything in my power to help you succeed in this class as my objective is not to create obstacles but to support your academic growth.

This course is an introduction to the size, scope and function of the third or nonprofit sector. The course will briefly cover the history of the sector. The underpinnings of the sector (i.e., its philosophical, political, economic and social basis in American society) will be pursued in some depth. We will examine such issues as why people organize, give and donate time, theories of the sector, policy formulation in the sector, etc., with the objective of becoming "philanthropically literate". Most importantly we attempt to answer the question "Why should this be important to me?"

What I expect from you

By the end of this class you will have acquired much more information about the nonprofit sector. In fact, you will know more about the nonprofit sector than 90% of those who currently work within it. But increasing information is only part of the process. There is a lot of information in a library but I've never heard of a library writing a book, leading an organization or teaching a class. **What I am interested in is what you *think* about the information. I want to know your *opinion* about the material we are covering, not just a regurgitation of the main points of the readings.**

Class Rules

Out of respect for others and to facilitate a constructive learning atmosphere, the following rules exist:

1. **Cheating on any assignment, home work or exam will not be tolerated.** The penalty for cheating in this course is a disciplinary grade of F.
2. All work, including homework, is expected to be done individually, not as a group, unless otherwise instructed by the professor.
3. Eating during class is allowed as long as it is not distracting.
4. We only have 16 classes, so attendance is crucial. Students will be allowed two and **only** two absences, one excused and one unexcused, so use your unexcused absence wisely in the event of sickness or family emergencies. No exceptions will be made. After that, a half a letter grade will be taken off the final grade for each class missed.
5. If any student misses two out of the first four classes, he or she will be automatically withdrawn from the class.
6. No sleeping in class. Those who fall asleep will be dismissed and marked absent for class.
7. All electronic devices will be turned off and put away prior to and during. **This means no cell phones, computers, PDAs, IPODs, keyboards of any kind, or any other device the professor finds distracting to the learning process.** Anyone caught with such a device will be dismissed and marked absent for the class.
8. Talking, whispering, reading other than class materials, doing crossword puzzles or other any other distracting behavior during class while the professor and students will not be allowed. After the second warning the offending student or students will be dismissed from class and marked absent.
9. Attending only half of a class is marked as a half class absent.
10. Lateness to class is a distraction to others, so make arrangements to be on time. Two late arrivals will be counted as one-half class absent.
11. Professional behavior and language is expected. Profanity, derogatory remarks about others and racial, ethnic or religious slurs will not be tolerated. Students exhibiting such behavior will be dismissed and marked absent for the class.
12. Each student will be expected to give a 5-10 minute presentation on one of the readings during the course – no exceptions.

The course will be conducted on a seminar basis, thus it will require students and groups to take an active part. Two to four students per class will be asked to present the 3 or 4 major ideas and your observations of one of the readings. You may present a different perspective than that of the author of a reading. Disagreement is good – as Emerson once wrote, there is nothing more stimulating than “the friction of friendly minds.”

A one to two page summary will be required to hand in on your presentation. You may use PowerPoint or other visual aids if you wish during your presentation, but you will be required to present standing at the front of the class.

Class Groups will discuss the following and choose a spokesperson to address one of the most the important questions for each reading: “So What?” We will strive to make the connection between theory and practice by discussing how our studies relate to the real world of organizations and careers.

Your overall evaluations for the semester will be based on: being prepared by having completed reading assignments and reflecting on them, leading or participating in class

discussions and exercises, one written assignment, a two-part take-home exam, and participating in other course activities. These are more fully explained below.

Learning Outcomes

Upon successful completion of this course, students can expect to:

- Gain familiarity with major works in the nonprofit and voluntary sector literature
- Acquire knowledge of the composition and extent of the nonprofit and voluntary sector
- Possess a deeper understanding of the theories used to think about nonprofits and philanthropy
- Engage in the experience in analyzing issues, dilemmas, and alternatives in the field
- Practice discussing and presenting relevant positions
- Increase familiarity with resources useful for further investigation of the sector

READINGS

Please buy the following books – they are available through Amazon.com and other online bookstores.

- *The State of Nonprofit America*. Lester M. Salamon, Editor. Washington DC: Brookings Institution Press, 2002.
- *Charity, Philanthropy, and Civility in American History*. Lawrence J. Friedman and Mark D. McGarvie, Editors. New York: Cambridge University Press, 2003.

The book below will not be available until mid-semester, so these chapters will be available for download from Oncourse. When it is available in book form you will be notified.

- *The Nonprofit Sector: A Research Handbook*, Walter W. Powell and Richard Steinberg, eds. Yale University Press, 2006.

Supplemental texts not required to purchase:

- *America's Nonprofit Sector: A Primer*, 2nd ed. Lester M. Salamon. New York: The Foundation Center, 1999.
- *The Nature of the Nonprofit Sector*. J. Steven Ott. Boulder CO: Westview Press.

Electronic Readings in Oncourse:

You will notice when you log in that we will be using the NEW Oncourse. Wish us luck. Many of the readings are available electronically. They can be accessed through Oncourse (<http://oncourse.iu.edu>) and will be designated as **ONCOURSE** in the course schedule. After logging in to Oncourse, click on the "Assignments" link on the left of the page. The semester's classes will be listed. When you click on and open a class, the readings will be attached. They can be viewed, printed, or downloaded. **I suggest if you do not have a high-speed internet line at home that you download and print them at IUPUI or another location because some of the files are large and may not download otherwise.** Yes, this will now cost you 4 cents per page at IUPUI, but it's a lot less expensive than buying the entire text.

COURSE REQUIREMENTS AND GRADING:

There will be a total of 100 points given in the course. They will be distributed as follows:

1. Active, constructive participation in teams, class discussions & exercises: 20%
Each student should complete the readings for the week indicated

on the syllabus in time to begin discussions during class of that week.

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| 2. Comprehensive Exam (2 Parts) | 40% |
| 3. Briefing, Subsector or Archival Research paper
(Extra Credit of up to 5% extra points for Archival Research Paper) | 30% |
| 4. Oral Presentation of paper | 10% |

Please complete the exams and written assignments on time or before the due dates given.

Material turned in late will result in a 10% percentage reduction in grade PER DAY unless approved for exception by the instructor.

The following grading scale will be used for final grades.

97 – 100% = A+	77 – 79% = C+	
93 – 96% = A	73 – 76% = C	
90 – 92% = A-	70 – 72% = C-	
87 – 89% = B+	67 – 69% = D+	
83 – 86% = B	63 – 66% = D	
80 – 82% = B-	60 – 62% = D-	Below 60% = Failing

SPEA CLASS POLICIES – SEE ADDENDUM

SPEA has a number of policies regarding academic dishonesty, course withdrawals, incompletes, etc. These can be found in an Addendum to the syllabus.

USEFUL WEB SITES – SEE APPENDIX

COURSE ACTIVITIES

Class Participation and Discussion

Active student involvement has been shown to be a highly effective method for promoting learning. The class is, therefore, organized to promote student involvement in order to most meaningfully explore issues, apply ideas, and draw out practical ramifications. Students who prepare for and attend classes and, while there, engage in exercises and discussions will learn the most and contribute to the learning experience of their fellow class mates. Each student is a valuable resource for all of us in terms of insights, questions, and “real life” experiences. The extent to which a student serves as a resource and the quality of the student’s contribution to class discussions and activities will determine the student’s participation grade. Attendance in class is necessary, but not sufficient, for a good class participation grade. **Students will be divided into teams of during the first class, and these teams will change at the beginning of each month.** The experience of working in a team is an important learning objective of the course. Team member participation will be assessed by the team and members not participating in the team’s work will lose credit for this portion of the course.

Attendance

I’m sure you will enjoy this class so much that you will not want to miss it. If not, then consider that we only have 16 classes and class participation is important, so attendance is very important and will be taken. I know that most of you are working and have work-related obligations from time to time, so I can be flexible if you *must* miss a class. Please discuss it with me in advance if possible. Of course, sickness and family deaths and emergencies are excused absences, but I encourage you to keep even these absences to a minimum.

Tardiness

Coming late to class causes you to miss important information, delays the start of class for those who are on time, and disrupts the class when you arrive to take your seat. It is easier for 40 people to work around one schedule than for me to work around 40 schedules. **If you work, please make arrangements with your employer to insure that you are able to get to class on time.**

Class Email

If you would like to contact me by email, please use Oncourse email. This will keep class email separate from the volume of non-class email I get. It also helps me organize the class messages I get. In Oncourse, click on 'In Touch', then on 'Oncourse Mail'. Please note that Oncourse email is separate from IUPUI email. You can set up Oncourse email to notify you at another email address (IUPUI, AOL, etc) when a message is waiting for you in Oncourse. On the Oncourse email page, use 'Course Mail Preference' to enter your other email address.

Exam

There will be a two-part take-home exam. Each part of the exam will be handed out in class one week before it is due. Exam distribution and due dates are in the class schedule. **We can discuss the dates for Part II as they fall over Thanksgiving break and some may want to look at alternative dates.**

Written Assignments

Students will work in teams of three people to prepare either briefing papers, a subsector paper, or a research paper on based on an aspect of the Ruth Lilly Archives (**this is a new option, and bonus points will be added to the final grade for this option**). The paper will be worth 30% of your grade. **Students will be divided into teams of during the first class, and these teams will change at the beginning of each month.** The experience of working in a team is an important learning objective of the course. Team member participation will be assessed by the team and members not participating in the team's work will lose credit for this portion of the course.

It is expected that students will work on the written assignments during the course of the semester rather than during the final weeks of the class. Experience has shown that assignments prepared at the end of the course are of lesser quality. Therefore, to help students get focused, **topics need to be identified by the 4th class period (September 19).** Topics should be submitted to me in writing via email – **please do not hand me a piece of paper in class.**

Ruth Lilly Archives Research Paper Option: Please discuss this with me and we will agree on a research topic and expectations based on the subject chosen.

Briefing Papers Option: This option allows you to apply the course material to a nonprofit organization you are familiar with. Assume you've been hired by this organization to provide three one-hour briefings on what you have learned in this class to the organization's staff, volunteers, and board members. The exam has two parts, whose relative importance is given below. The assignment should be a minimum of 8 typed double-spaced pages in length.

(1) (10% of course grade) In a brief paragraph, describe the organization. Identify three briefing paper topics and justify your choices. Your justification will be the basis of grading and should meet the criteria below. Discuss each criterion.

- Topics should be independent units (and roughly of the same length). This will allow people to pick and choose those that they are interested in.
- Topics should be targeted to the specific organization:
 - Topics should highlight issues of particular relevance to organization members
 - Topics should address key topics or concepts from the course
 - You should consider how significant these topics are to the organization
- The briefings should be comprehensive and substantive, covering as much of the course material as possible (readings and discussions). You should consider
 - Which substantive, conceptual, and research-related topics from the course you cover in each briefings
 - How this selection of topics allows you to provide a comprehensive and integrated review of the course material
 - Which topics you left out of the briefings and your rationale for doing so

(2) (20%) Prepare a detailed outline and “talking points” for **two** of the briefings. This should go beyond a mere listing of topics and subtopics in each briefing and include (1) highlights of the arguments and conclusions you plan to present, and (2) summaries of supporting evidence you will include. You can cite readings by author and date and class discussions by topic and date (rather than using full citations). Your grade on this part will be based on the overall quality of your two briefings and on how well you integrate the full range of relevant course material into them.

Subsector Paper Option: To prepare a subsector paper, students will investigate, describe, and analyze one of the many subsectors in the nonprofit sector. Subsectors are defined by the services and activities of the nonprofit organizations in them. Particular subsectors are identified in the NTEE categorization scheme by letters, for example: arts and culture (A); education (B); environment (C); recreation (N); youth development (O); religion (X). Select a subsector of interest to you and use it to address each of the topics below. Each topic will be given the same weight (6%). Grading will be based on (1) how coherent and well articulated the argument is, and (2) how well you integrate and draw on the readings and class discussions. Subsector papers should be a minimum of 10 typed double-spaced pages in length.

(1) Justify your selection of this subsector. What about this field is of particular interest to you as a way of addressing or understanding issue of major concern for the nonprofit sector? Which concepts or topics from the course does this subsector illustrate particularly well? Which appear least relevant? Explain your reasoning.

(2) Describe the subsector’s scope, structure, and distribution or composition. Based on readings and class discussions, how confident are you that you have good information on these dimensions? Be sure to consider the variety or ways in which these dimensions have been or could be assessed and whether any disagreements among your sources reflect changes over time, use of alternative definitions of the subsector, and/or differences in methodological approach. What are your own reservations and/or preferences?

(3) Using conceptual and theoretical frameworks from the course, describe how nonprofits in the subsector relate to (a) government and for-profits, (b) each other, and (c) nonprofits in other subsectors. How and why have these relationships changed over time? Which conceptual approaches seem to be most useful in capturing and understanding a particular set of relationships?

(4) Using conceptual and theoretical frameworks from the course, describe how nonprofits in the subsector relate to individuals or informal groups through the avenues of membership, volunteering, donations, and/or use of services. How and why have these relationships changed over time? Which conceptual approaches seem to be most useful in capturing and understanding a particular set of relationships?

(5) Drawing on your analysis above, describe and assess major challenges nonprofits in this field are likely to face over the next 3-5 years. Explain your reasoning.

Presentation and Executive Summary

Each student will make a presentation of the written paper that he or she has prepared. These will be made during the final weeks of the course. **The presentations should last no more than 7-10 minutes each and cover the only the most important points of your research.** As part of the presentation, a one-page executive summary will be distributed to the class. This will help students follow the presentation and provide a ‘take away’ that may be useful. **All students are expected to attend both presentation sessions.**

NOTE: Class Schedule and Readings May Change According to Needs or Special Quest Speakers.

CLASS SCHEDULE

DATE	TOPIC						
August 29	<p>Course Introduction, Personal Introductions and Discussion of Papers (Available on Oncourse)</p> <p>Create Student Teams</p> <ul style="list-style-type: none"> • Pribbenow, P., “Love and Work, Rethinking Our Models of Professions,” <i>New Directions for Philanthropic Fundraising</i> 26 (1999), 29-50. (Oncourse) • Payton, Robert. “A Dialogue between the Head and the Heart.” Pp.141-146 in <i>Voluntary Action for the Public Good</i>. (ONCOURSE) • Salamon, Lester. “What is the Nonprofit Sector and Why Do We Have It?” Chapter 2 in <i>America’s Nonprofit Sector: A Primer</i>. (ONCOURSE) 						
September 5	<p>Size, Scope and Current Status – What is the Nonprofit Sector?</p> <p>Meet at the IUPUI Library</p> <table> <tr> <td>Library session</td> <td>6:00 – 6:45</td> </tr> <tr> <td>Ruth Lilly Archives</td> <td>6:45 – 7:45</td> </tr> <tr> <td>Class</td> <td>8:00 – 8:40</td> </tr> </table>	Library session	6:00 – 6:45	Ruth Lilly Archives	6:45 – 7:45	Class	8:00 – 8:40
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Ruth Lilly Archives	6:45 – 7:45						
Class	8:00 – 8:40						

- Boris & Steuerle, “Scope and Dimensions of the Nonprofit Sector in the U.S.,” Chapter 3 in *The Nonprofit Sector: A Research Handbook*, 2nd ed. (Oncourse)
- Organization Reference Chart (ONCOURSE)

Skim:

- *The New Nonprofit Almanac IN BRIEF*. INDEPENDENT SECTOR website: <http://www.independentsector.org/PDFs/inbrief.pdf>

Reference Material:

- Summary of *Giving and Volunteering in the US*, 1999, INDEPENDENT SECTOR (ONCOURSE)
- Review *Giving USA* (annual). Philanthropic Library Reference and website: <http://www.aafr.org/>
- Review the *National Taxonomy of Exempt Entities*. National Center for Charitable Statistics, Center for Nonprofits & Philanthropy, The Urban Institute, Washington DC. (<http://nccs.urban.org/ntee1.htm>) This is your major resource for subsector identification.

Recommended Supplemental Reading:

- Smith, “The Rest of the Nonprofit Sector” *NVSQ* 26(1997), 114-131 (ONCOURSE – “Flat Earth Maps”)

September 12

Economic Theories

- Steinberg, Richard, “Economic Theories of Nonprofit Organizations,” *The Nonprofit Sector: A Research Handbook*, 2nd ed. (Oncourse)

September 19

Civil Society, Social Capital, and Mediating Structures

Lilly Library Auditorium

Guest speaker Giuliana Gemelli from Italy

Written Assignment Topics Due

- Bielefeld, Wolfgang. “Social Capital.” In Burlingame, Dwight F., ed. *Encyclopedia of Philanthropy in the US*. San Francisco: ABC-CLIO Publishing, 2004. (ONCOURSE)
- Putnam, Robert D. *Bowling Alone*, Simon & Schuster, 2000: Thinking About Social Change (Ch 1), What Killed Civic Engagement (Ch 15), & Toward an Agenda of Social Capitalists (Ch 24). (ONCOURSE)

- Skocpol, Theda & Morris Fiorina. "Making Sense of the Civic Engagement Debate," Chapter 1 in *Civic Engagement in American Democracy*, Brookings Institution Press, 1999. (ONCOURSE)
- Starr, Paul. "The Public Vanishes," in *The New Republic*, August 14, 2000, pp. 35-37. (ONCOURSE)
- Anheier, Helmut. "Dimensions of the Nonprofit Sector: A Comparative Perspective of Structure and Change." In Helmut Anheier and Avner Ben-Ner (eds.), *The Study of the Nonprofit Enterprise*. New York: Kluwer Academic/Plenum Publishers, 2003. (ONCOURSE)

Skim:

- Waltzer, "The Concept of Civil Society," in *Toward a Global Civil Society* (1995), pp. 7-27. (ONCOURSE)

September 26

Political Theories and Legal Structure

Change Student Teams

- Clemens, Elisabeth, "The Constitutions of Citizens: Political Theories of Nonprofit Organizations," *The Nonprofit Sector: A Research Handbook*, 2nd ed. (Oncourse)
- Brody, E., "The Legal Framework for Nonprofit Organizations," Chapter 11 in *The Nonprofit Sector: A Research Handbook*, 2nd ed., Powell and Steinberg. (Oncourse)

Skim:

- Simon, John, et. al. "The Federal Tax Treatment of Nonprofit Organizations." (ed.), *The Nonprofit Sector* 2nd ed. (Oncourse)

Recommended Supplemental Reading:

- Miller, *The Legal Foundations of American Philanthropy, 1776-1844* (1961), pp. 1-39. (ONCOURSE – Ch. 1: A Tradition in Transit to Ch. 4)
- Smith & Lipsky, "The Political Economy of Nonprofit Revenues," Chapter 40 in David Hammack (ed.), *Making the Nonprofit Sector in the United States*, Bloomington, Indiana: Indiana University Press, 1998. (ONCOURSE)

October 3

History

- Robbins, Kevin, "The Nonprofit Sector in Historical Perspective: Traditions of Philanthropy in the West," Chapter 1 in *The Nonprofit Sector: A Research Handbook*, 2nd ed. (Oncourse)

- Hall, Peter Dobkin, “A Historical View of Philanthropy, Voluntary Associations, and Nonprofit Organizations in the United States,” Chapter 2 in *The Nonprofit Sector: A Research Handbook*, 2nd ed. (Oncourse)
- Friedman, Lawrence. “Philanthropy in America: Historicism and its Discontents.” Introduction to *Charity, Philanthropy, and Civility in American History*.
- Bremner, Robert. “Timeline of Important Events.” *American Philanthropy*. Chicago: University of Chicago Press. (ONCOURSE)

Recommended Supplemental Readings:

- Addams, Jane, “Chapter 5: First Days at Hull House.” *Twenty Years at Hull-House*. Macmillan, 1910, pp.89 -112. (ONCOURSE)
- Carnegie, *The Gospel of Wealth* (originally 1889, reprinted as IU Center on Philanthropy Essay, 1993) (ONCOURSE)
- Gross, Robert. “Giving in America: From Charity to Philanthropy.” Chapter 1 in *Charity, Philanthropy, and Civility in American History*.
- McGarvie, Mark. “The *Dartmouth College* Case and the Legal Design of Civil Society.” Chapter 4 in *Charity, Philanthropy, and Civility in American History*.
- Cohen, William. “Epilogue: The European Comparison.” In *Charity, Philanthropy, and Civility in American History*.

October 10

Subsectors: Religion and Mutual Benefit

Lilly Library Auditorium
Guest Speaker: Bill Enright

PART I of Exam Distributed

- Chaves, Mark. “Religious Congregations.” Chapter 8 in *The State of Nonprofit America*.
- Pearson, Birger. “Ancient Roots of Western Philanthropy: Pagan, Jewish and Christian,” I.U. Center on Philanthropy working paper. (ONCOURSE)
- Oates, Mary. “Faith and Good Works: Catholic Giving and Taking.” Chapter 13 in *Charity, Philanthropy, and Civility in American History*.
- Whitfield, Stephen. “In Defense of Diversity: Jewish Thought from Assimilation to Cultural Pluralism.” Chapter 14 in *Charity, Philanthropy, and Civility in American History*.

- McChesney, R.D. “Charity and Philanthropy in Islam: Institutionalizing the Call to do Good,” I.U. Center on Philanthropy Essay #14. (ONCOURSE)
- Maimonides (in Neusner), “Laws Concerning Degrees of Tzedakah.” (ONCOURSE)

October 17

Subsectors: Social Services and Health Care

Part I of Exam Due

- O’Neill, Michael. “Mutual Benefit” Ch 11 in *Nonprofit Nation*. San Francisco: Jossey-Bass, 2002. (ONCOURSE)
- Schlesinger, Mark and Bradford Grey, “Nonprofit Organizations and Healthcare: Some Paradoxes of Persistent Scrutiny,” Chapter 16 in *The Nonprofit Sector: A Research Handbook, 2nd ed.* (Oncourse)
- Smith, Steven. “Social Services.” Chapter 4 in *The State of Nonprofit America*.

Recommended Supplemental Reading

- Sealander, Judith. “Curing Evils at their Source: The Arrival of Scientific Giving.” Chapter 10 in *Charity, Philanthropy, and Civility in American History*.
- Gray, Bradford, and Mark Schlesinger. “Health.” Chapter 2 in *The State of Nonprofit America*.
- Hall, Peter. “The Welfare State and the Careers of Public and Private Institutions since 1945.” Chapter 17 in *Charity, Philanthropy, and Civility in American History*.

October 24

Subsectors: Education, Arts/Culture, Advocacy, Housing and International

Change Student Teams

- Stewart, Donald, Pearl Kane, and Lisa Scruggs. “Education and Training.” Chapter 3 in *The State of Nonprofit America*.
- Wyszomirski, Margaret. “Arts and Culture.” Chapter 5 in *The State of Nonprofit America*.
- Boris, Elizabeth, and Jeff Krehely. “Civic Participation and Advocacy.” Chapter 9 in *The State of Nonprofit America*.
- Vidal, Avis. “Housing and Community Development.” Chapter 6 in *The State of Nonprofit America*.

- Forman & Stoddard, "International Assistance." Chapter 7 in *The State of Nonprofit America*.
- Rosenberg, Emily. "Missions to the World: Philanthropy Abroad." Chapter 11 in *Charity, Philanthropy, and Civility in American History*.

October 31 Normative Theories of Giving

- Burlingame, "Altruism and Philanthropy: Definitional Issues," IU Center on Philanthropy, *Essays on Philanthropy #10* (1993). (ONCOURSE)
- Moody, "Pass It On: Serial Reciprocity as a Principle of Philanthropy," IU Center on Philanthropy, *Essays on Philanthropy #13*. (ONCOURSE)
- Ostrander & Schervish, "Giving and Getting: Philanthropy as a Social Relation," in Van Til (Ed.), *Critical Issues in American Philanthropy*. (ONCOURSE)
- Schervish, Paul "The New Physics of Philanthropy: The Supply-Side Vectors of Charitable Giving," Aug; 2000 Speech (ONCOURSE – 2 parts)
- Crocker, Ruth. "From Gifts to Foundation: The Philanthropic Lives of Mrs. Russell Sage." Chapter 9 in *Charity, Philanthropy, and Civility in American History*.

November 7 Institutions of Philanthropy

Distribute Handouts from Women's Philanthropy Conference

Possible Guest Speakers

- Prewitt, Kenneth, "Foundations," Chapter 15 in *The Nonprofit Sector: A Research Handbook, 2nd ed.* (Oncourse)
- Lenkowski, Leslie. "Foundations and Corporate Philanthropy." Chapter 11 in *The State of Nonprofit America*.
- Brody, Evelyn. "Accountability and the Public Trust." Chapter 15 in *The State of Nonprofit America*.
- Letts, Christine, William Ryan & Allen Grossman, "Virtuous Capital: What Foundations Can Learn from Venture Capitalists," Harvard Business Review, (Mar/April 1997) pp 36-42. (ONCOURSE)

- Sievers, Bruce, "If Pigs had Wings" Foundation News & Commentary, Nov/Dec 1997, 49-46. (ONCOURSE)
- Young & Burlingame, "Paradigm Lost: Research Toward a New Understanding of Corporate Philanthropy," in *Corporate Philanthropy at the Crossroads* (1996), pp.158-176. (ONCOURSE)

Recommended Supplemental Readings:

- Smith, "The New Corporate Philanthropy," *Harvard Business Review* (1994), pp. 105-116. (ONCOURSE)
- Smith, "The Evolving American Foundation," Chapter 2 in Charles Clotfelter and Thomas Ehrlich (eds.), *Philanthropy and the Nonprofit Sector in a Changing America*, Bloomington, Indiana: Indiana University Press, 1999. (ONCOURSE)
- Kim-Gattle, "Predicting the Philanthropic Response of Corporations: Lessons from History," *Business Horizons* (1996), pp. 15-22. (ONCOURSE)
- Walker & Grossman, "Philanthropy and Outcomes: Dilemmas in the Quest for Accountability," Chapter 21 in Charles Clotfelter and Thomas Ehrlich (eds.), *Philanthropy and the Nonprofit Sector in a Changing America*, Bloomington, Indiana: Indiana University Press, 1999. (ONCOURSE)

November 14

Issues: Gender and Race

Part II of Exam Distributed

Possible guest speaker

- Handouts from Women's Philanthropy Conference
- Carson, "The Roles of Indigenous and Institutional Philanthropy in Advancing Social Justice," Chapter 12 in Charles Clotfelter and Thomas Ehrlich (eds.), *Philanthropy and the Nonprofit Sector in a Changing America*, Bloomington, Indiana: Indiana University Press, 1999. (ONCOURSE)
- Clegg, Claudia. "Philanthropy, the Civil Rights Movement, and the Politics of Racial Reform." Chapter 16 in *Charity, Philanthropy, and Civility in American History*.
- McCarthy, Kathleen. "Women and Political Culture." Chapter 8 in *Charity, Philanthropy, and Civility in American History*.

November 21

Issues: Public Policy, Sector Blurring, and Challenges

Part II of Exam Due

- Salamon, Lester. “The Resilient Sector: The State of Nonprofit America.” Chapter 1 in *The State of Nonprofit America*.
- Young, Dennis, and Lester Salamon. “Commercialism, Social Ventures, and For-Profit Competition.” Chapter 13 in *The State of Nonprofit America*.
- Gronbjerg, Kirsten, and Lester Salamon. “Devolution, Marketization, and the Changing Shape of Government – Nonprofit Relations.” Chapter 14 in *The State of Nonprofit America*.
- Diaz, William. “For Whom and for What? The Contributions of the Nonprofit Sector.” Chapter 17 in *The State of Nonprofit America*.

Recommended Supplemental Readings:

- Dighe, Atul. “Demographic and Technological Imperatives.” Chapter 16 in *The State of Nonprofit America*.
- Win Win. *The Double Bottom Line: Competitive Advantage Through Community Investment*. Ford Foundation. (2001).
http://www.fordfound.org/publications/recent_articles/docs/winwin_brochure.pdf

November 28

Student Presentations

December 6

Student Presentations - All Papers Due

December 13

Student Presentations

SPEA 2006 Policies Addendum to Syllabus

Academic Misconduct

All faculty have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students” and part of this responsibility means that faculty must investigate cases of potential academic misconduct promptly and thoroughly. Faculty members also have the responsibility of taking appropriate action when academic misconduct occurs. The penalties for academic misconduct include but are not limited to lowering a grade on an assignment, lowering a course grade, or failing a student for a course. SPEA faculty take their responsibilities seriously and do not tolerate cheating, plagiarism, or any other form of academic misconduct. If you have not done so, you should read the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://www.iupui.edu/code/>, so that you will be sure to understand what these terms mean and what penalties can be issued for academic misconduct. Significant violations of the Code can result in expulsion from the University. If you have any questions about what constitutes academic misconduct for a course you are taking, be sure to ask the instructor for an explanation.

The *IUPUI Code of Student Rights, Responsibilities, and Conduct* defines four areas of academic misconduct: cheating, fabrication, plagiarism, and interference. The prohibited activities and actions include the following:

1. **Cheating.** A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:

- a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
- b. A student must not use another person as a substitute in the taking of an examination or quiz.
- c. A student must not steal examinations or other course materials.
- d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
- e. A student must not collaborate with other persons on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student's individual work.
- f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on field work.
- g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
- h. A student must not alter a grade or score in any way.

2. **Fabrication.** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

3. **Plagiarism.** A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

4. **Interference.**

- a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

Classroom Etiquette and Disorderly Conduct

SPEA, which is a professional school, expects students to conduct themselves in a courteous and civil manner in interactions with professors and fellow students. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, using computers to surf the web or other non-class activities, talking or laughing with others, arriving late, and so forth. These behaviors are distracting to the instructor and to classmates, and SPEA faculty will address these problems as they arise either in class or on an individual basis.

Disorderly conduct that interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be reported immediately to the Office of the Dean of Students for disposition, which may result in disciplinary action, including possible suspension and/or expulsion from the university. Students should read the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://life.iupui.edu/help/code.asp> in order to understand your responsibilities as a student.

Communication between Faculty and Students

In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors' preferences (Oncourse, Webmail, etc.). This policy applies to current students only.

Instructions for forwarding your IUPUI email to another account can be found at <http://uits.iu.edu/scripts/ose.cgi?berh.def.help>

Course Withdrawals

Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. See the Office of the Registrar's website at <http://registrar.iupui.edu/withdraw.html> for more information. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

Withdrawal Deadlines	
Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required)	Week 1 (last day)
Withdrawal with automatic <u>grade of W</u> (Advisor signature IS required)	Week 2– Week 7 (regular session) Week 2 – Week 3 (summer session)
Withdrawal with <u>grade of W or F</u> (Advisor and instructor signatures ARE required)	Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session)

Incompletes

A grade of incomplete (I) indicates that a 'substantial portion' of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student's work must be of passing quality, and the student must have completed 75% of the course requirements. **Poor performance in a course is not grounds for an incomplete.** SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar's website at <http://registrar.iupui.edu/incomp.html>, in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an 'F' if the work is not completed within the allotted timeframe established by the instructor.

Grade Changes

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar's Office. **A student has 90 days after the conclusion of a course to appeal a grade.** In cases of extenuating circumstances, SPEA may consider petitions filed after this date. SPEA will review the request and make a final decision. The Change of Grade petition form is located at the Office of the Registrar's website at <http://registrar.iupui.edu/grdfm.html>.

Students Called to Active Duty

SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar's website at <http://registrar.iupui.edu/activeduty.html>.

Final Exam Schedule

If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. Exams may not be given in the week before the final exam week. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of Undergraduate or Graduate programs. See the Office of the Registrar's website at <http://registrar.iupui.edu/accal.html> for the final exam week schedule.

APPENDIX – USEFUL WEB SITES

Nonprofit Databases and Related Listings

Guidestar: <http://www.guidestar.org/>, web database of all IRS-registered charitable nonprofits.

IRS: <http://www.irs.gov/> and follow link for charities and nonprofits for additional see links to a variety of resources for organizations seeking exempt status as well as codebook and downloadable list of registered nonprofits.

Urban Institute: <http://www.urban.org/>, see National Center for Charitable Statistics and the links under <http://nccs.urban.org/links.htm>

Maryland Secretary of State: <http://www.sos.state.md.us/>, see links to other states and to a variety of nonprofit resource listings.

Eric Mercer: <http://www.muridae.com/publicaccess/>, provides IRS forms with instructions for nonprofits, including Form 990 and registration forms and samples (see also Guidestar links above).

United Chart of Accounts: <http://nccs.urban.org/ucoa/nccs-ucoa.htm> information on financial reporting formats for nonprofit organizations.

Quality 990: <http://www.qual990.org/>, efforts to improve quality of reporting on Form 990.

Raffa & Associates: www.iknow.org, accounting firm specializing in nonprofits (this does not constitute an endorsement of the firm).

Better Business Bureau: <http://www.bbb.org/about/pas.html>, ratings of nonprofits.

National Charities Information Bureau: <http://www.give.org/>, information for donors.

The Johns Hopkins Third Sector Project: <http://www.jhu.edu/~ccss/>, see links to the Center for Civil Society, the Comparative Nonprofit Sector Project, and the Nonprofit Employment bulletins.

Saguaro Seminar: <http://www.ksg.harvard.edu/saguaro/>, major survey on civic engagement in the U.S. in collaboration with Robert Putnam. **For results of Post 9/11-survey on civic engagement, see <http://www.prospect.org/print-friendly/print/V13/3/putnam-r.html>**

American Religion Data Archive: <http://www.thearda.com/>, links to major data sources on religion.

Indiana Resources

Indiana Nonprofit Sector: <http://www.indiana.edu/~nonprof/>, description and analysis of Indiana nonprofit sector.

Center on Philanthropy at Indiana University: . <http://www.philanthropy.iupui.edu/> Linkages and program information.

Indiana Grant Makers Alliance: <http://www.indonors.com/>, regional association of grantmakers, includes a listing of Indiana community foundations.

Indiana Association of United Ways: <http://www.iauw.org>; state association of United Way organizations, includes a listing of Indiana United Ways.

Access Indiana: <http://www.state.in.us/index.html>, gateway to State of Indiana and related web sites.

Indiana Humanities Council: <http://www.ihc4u.org/>, list of cultural resources for the state.

NPower Indiana: <http://www.npowerin.org/>, new organization providing technology support for IN npos.

Nonprofit Professional Associations and Infrastructure Organizations

ARNOVA: <http://www.arnova.org/>. Association for Research on Nonprofit Organizations and Voluntary Action - the major scholarly association in the field. Also moderated discussion group for researchers in the field (contact Roger Lohman at rlohman@wvnm.wvnet.edu and request that you be added to the ARNOVA_L list)

American Society of Association Executives: <http://www.asaenet.org/main/>, professional association of association executives.

Alliance for Nonprofit Management: <http://www.allianceonline.org/>, association of nonprofit managers and consultants to nonprofits - from merger of Support Centers of America and Nonprofit Management Association.

American Association of Fund-Raising Counsel: <http://www.aafrc.org/>, affiliated group, AAFRC Trust for Philanthropy.

Association of Fundraising Professionals: <http://www.nsfre.org/index.cfm>, professional association of fundraisers

Independent Sector: <http://www.indepsec.org/>, trade association for national nonprofits (ignore request for password, e.g., press <escape> button).

Nonprofit Sector Research Fund at the Aspen Institute: <http://nonprofitresearch.org/>, reports and summaries of funded research projects.

Foundation Center: <http://fdncenter.org/>, search foundations. See also "Literature of the Nonprofit Sector": <http://lnps.fdncenter.org/>

Council on Foundations: <http://www.cof.org/>, information about foundations.

National Council of Nonprofit Associations: <http://www.ncna.org/>, network of state and regional associations of nonprofit organizations.

The Nonprofit Gateway <http://www.nonprofit.gov/>, a network of links to the federal government.

Internet Nonprofit Center: <http://www.nonprofits.org/>, a variety of resources and links.

National Center for Nonprofit Enterprise: <http://www.nationalcne.org/>, provides information and technical assistance on non-profit entrepreneurship.

The Internet Prospector: <http://www.internet-prospector.org/>

The Chronicle of Philanthropy: <http://philanthropy.com/>, major publication in the field

NonProfit Times: <http://www.nptimes.com/>, news media outlet focusing on the nonprofit sector.

American Philanthropy Reviews <http://charitychannel.com/>, career opportunities, discussion forums, etc.

International Center for Nonprofit Law: <http://www.icnl.org/>, resource on international nonprofit developments.

Action Without Borders: <http://www.idealists.org/>, nonprofit resources.

Common Wealth: <http://tap.epn.org/commonwealth/>, highlights key debates in the field.

Organizers Collaborative: <http://www.organizenow.net/links.html>, resource links for those involved in advocacy and organizing activities.

Charity Village <http://www.charityvillage.com>, Canadian site of nonprofit resources.

New York City Nonprofits Project: <http://www.nycnonprofits.org/>, resource site for NYC nonprofits.

