

SOL PRICE SCHOOL OF PUBLIC POLICY
UNIVERSITY OF SOUTHERN CALIFORNIA
PPD 371: The Nonprofit Sector and the Public Interest

Fall 2014

Instructor: Veronica Flores, M.A.- Human and Organizational Development

Tuesday/Thursday - 12:00pm. - 1:50 p.m.

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Office Hours: Thursdays by appointment

This course is required in the Nonprofits and Social Innovation track of the major in Public Policy, Management, and Planning and the minor in Nonprofits, Philanthropy, and Volunteerism. It serves as an introduction to the nature and role of the nonprofit sector in American society. This is a multi-disciplinary approach. The nonprofit sector (also referred to as the independent, voluntary, civic, or charitable sector) is the third sector in American society, after the business and government sectors. Nonprofits are a vital part of American society, employing millions of people and having an economic impact of about \$1.25 trillion annually. Nonprofit organizations are involved in a myriad of areas with public policy implications, including such diverse fields as health, equal rights, disaster relief, education, low-income housing, criminal justice, foreign assistance, the arts, and care for the elderly.

Following an introduction to the nonprofit sector, including a discussion of the definition, scope, and boundaries of the nonprofit sector in relation to government and for-profit sectors, the course focuses on the historical development of the sector, the theoretical rationales for the nonprofit sector, and public policies related to charitable behavior, resource acquisition, and third party government. Also, based on the specific experience of volunteering in a nonprofit, we will examine their history, impact, and public policy role in Los Angeles.

General Course Objectives

- Understand the nonprofit sector and its relationship to public policy and social change.
- Gain and demonstrate knowledge by discussing and learning:
 - ⇒ Key terminology and concepts/theories associated with nonprofit organizations;
 - ⇒ The history and development of nonprofits;
 - ⇒ The components and functions of nonprofit organizations; and nongovernmental organizations;
 - ⇒ Current and future trends impacting nonprofit organizations.
- Experience and explore educational and personal career goals by volunteering with a nonprofit.

Required Text and Reading

The Nonprofit Sector: A Research Handbook, 2nd Edition. Walter W. Powell and Richard Steinberg, Editors. Yale University Press, 2006. ISBN 0-300-10903-2.

Articles that are listed on the syllabus are available electronically on Blackboard.

COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION

These requirements will be discussed at the first class meeting.

Individual and Group Participation (5%)

The class will involve a mixture of lecture, class discussions, group presentations, fieldwork, informal group work and case studies. Students are expected to have done the appropriate readings and assignments before class and to participate fully in all class activities and discussions. Attendance will be taken throughout the semester and 5% of your course grade is linked to these 2 types of in-class participation. Students who miss more than 1 class, without an excuse, will have their participation grade reduced.

In Class Case Studies (10%)

Each student, working in a group, will be responsible for contributing 1 case study for the semester –and these will become formal course readings. You should keep in mind that you must be prepared to discuss each of these assigned cases during class as part of a group exercise. Cases are considered relevant if they represent a real-life application of the corresponding weekly readings. In addition to providing the cases, students will develop the group discussion questions (5) and provide a 1 page written summary of how their chosen case study supports their understanding of the material covered in the readings. These discussions become part of the midterm and final examinations. Criteria can be found on Blackboard, under Assignments. Sign-up is done on Blackboard under Groups.

Each case is worth 10% of your final grade. You may profile a single organization, an entire segment of the nonprofit sector or an issue or controversy in the nonprofit sector. The combination of your summary of the case and related discussion questions should include the following elements:

1. Discuss an issue or topic concerning the nonprofit sector related to the readings.
2. Identify an organization(s) that is addressing the issue(s).
3. Offer up specific proposals/solutions/recommendations to address the problem.
4. Justify the recommended solutions, using the material covered in the reading or in lecture.

Exams (40%)

There will be one midterm examination plus a final exam. Make-up exams will only be given if you notify the instructor before the time of the exam and you have a verifiable excuse. Your midterm exam accounts for 20% of your grade and your final exam accounts for 20% of your grade.

Midterm Assignment:

In teams, students will be required to create, manage and operate a mock nonprofit advocacy organization. Each student will be required to submit an individual 6 page 1.5-spaced analysis focused on the development of their mock nonprofit and respective role in it as well as an organizational analysis and recommendations for policy impact. This is a take-home assignment. The criteria for this assignment can be found on Blackboard under Assignments.

Final Exam:

For the final exam, you are required to submit your answers as a take-home examination. The questions will be posted on Blackboard on the last day of class, and they will cover material

discussed in the in-class group exercises as well as all of the material from the course. You will be required to answer 4 essay questions. Exams may not exceed 6 pages, single-spaced (12-point font). No single response/answer should exceed two pages.

Field Study Reflection Papers (25%)

By week 3, each student will be expected to choose a nonprofit where they will volunteer for at least 2 hours per week. The volunteer experience must start no later than September 16th and will end no later than November 18th. Volunteer time will be on Tuesdays, from 12-2pm, in lieu of class (details of this assignment can be found at the end of this document). Each student will be expected to write two reflection papers, 3 pages, 1.5-spaced (12-point font), about his/her respective nonprofit and incorporate in-class discussions and relevant class readings. Criteria on this assignment can be found on Blackboard, under Assignments.

First paper is an organizational analysis highlighting history and community impact and your specific recommendations for policy impact. This paper is due on October 2nd, before class.

Second paper is to be a summary and reflective analysis of what you consider most important and surprising about what you learned from your nonprofit. It is essentially an identification of what you most want to remember and use from what you learned from this experience. This paper is due November 20th, before class.

Group Project and Presentation (20%)

The teams managing and operating the mock advocacy nonprofit will deliver an infrastructure plan that includes vision/mission, board and staff members and roles, strategic/business plan/theory of change, and public policy strategy using effective illustrations and graphics. In addition, the groups will be required to provide a formal 20-minute presentation on their work. Other students will evaluate these presentations, as these actions also become part of the grade. The written analysis is worth 13% of your grade, the group presentation is worth 5%, and the evaluation of other presentations is worth 2% of your grade. Presentations will take place the last two weeks of the semesters. Students are expected to sign up on Blackboard (under Groups: Group Projects).

The course grade will be computed as follows:

Participation	5%	50
Reflection Papers (2)	25%	125x2
Case Study	10%	100
Group Project	20%	200
Midterm	20%	200
Final Exam	20%	200

*A deduction of one full letter grade will be taken from all late papers. I may make exceptions only in exceptional circumstances.

Minimum	Maximum	Grade
930	1000	A
900	929	A-
875	899	B+
830	874	B
800	829	B-
775	799	C+
730	774	C
700	729	C-
650	699	D
0	649	F

RESOURCES

Center for Lobbying in the Public Interest: <http://www.clpi.org/about-us/what-we-do>
Independent Sector: <https://www.independentsector.org/advocacy>
American Civil Liberties Union: <https://www.aclu.org/blog/free-speech/aclu-defends-nonprofit-free-speech>

Other Sources

There are four journals of special significance to the nonprofit sector:

Nonprofit Management and Leadership
Nonprofit and Voluntary Sector Quarterly
Stanford Social Innovation Review

In addition, other key resources on contemporary issues include:

Chronicle of Philanthropy (<http://philanthropy.com/section/Home/172/>),
also available in the Doheny Library reading room or by paid subscription)
Philanthropic News Digest (www.foundationcenter.org/pnd)
The Nonprofit Quarterly (<http://www.nonprofitquarterly.org/>)
Association for Research on Nonprofit and Voluntary Organizations (www.arnova.org)
International Society for Third-Sector Research (www.istr.org)
The Urban Institute (<http://www.urban.org/nonprofits/index.cfm>)
The Foundation Center (www.foundationcenter.org)
New School of Research's Milano Nonprofit Management Hub
(<http://www.newschool.edu/public-engagement/ms-nonprofit-management/>)
USC Center on Philanthropy and Public Policy (<http://cppp.usc.edu/>)
NYU Center on Philanthropy and Civil Society (www.philanthropy.org)
Give Well (<http://www.givewell.org>)
Guide Star (www.guidestar.org)
Good Intentions (www.goodintentions.org)
Charity Navigator (<http://www.charitynavigator.org>)
Great Nonprofits (www.greatnonprofits.org)
Idealist (www.Idealist.org)
Propublica - for tax returns (<http://projects.propublica.org/nonprofits/>)

UNIVERSITY REQUIREMENTS

Statement on Disabilities:

The university will provide reasonable accommodation of academically qualified students with disabilities, so those students can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature of essential curricular components of its programs in order to accommodate the needs of disabled students," the university will provide reasonable academic accommodation. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as

possible. DSP is located in STU 301 and is open early 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Integrity:

Students should maintain strict adherence to standards of academic integrity, as described in SCampus (www.usc.edu/dept/publications/SCAMPUS). In particular, the University recommends strict sanctions for plagiarism defined below:

11.11 Plagiarism

- A. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- B. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.
- C. Improper acknowledgement of sources in essays or papers.

NOTE: Culpability is not diminished when plagiarism occurs in drafts that are not the final version. If any material is prepared or submitted by another person on the student's behalf, the student is expected to proofread the results and is responsible for all particulars.

WEEKLY TOPICS, READINGS, AND ASSIGNMENTS

SECTION I: SETTING THE CONTEXT

WEEK 1

Session 1 (8/26): Course Introduction and Overview

Session 2 (8/28): History of the Nonprofit Sector

Kevin C. Robbins, "The Nonprofit Sector in Historical Perspective: Traditions of Philanthropy in the West," Chapter 1 in *The Nonprofit Sector: A Research Handbook*, 2nd ed. Hereafter referred to as *NSRH*.

Peter Dobkin Hall, "A Historical Overview of Philanthropy, Voluntary Associations, and Nonprofit Organizations in the United States, 1600–2000," Chapter 2 in *NSRH*

WEEK 2

Session 1 (9/2): Nonprofit Dimensions

Elizabeth T. Boris and C. Eugene Steuerle, "Scope and Dimensions of the Nonprofit Sector in the U.S.," Chapter 3 in *NSRH*

Debra C. Minkoff and Walter W. Powell, "Nonprofit Mission: Constancy, Responsiveness, or Deflection?" Chapter 25 in *NSRH*

Jeffrey M. Berry, Nonprofits and Civic Engagement. *Public Administration Review*, Vol. 65, No. 5 (Sep. - Oct., 2005), pp. 568-578

Case 1 Study Discussion: Provided by students

Session 2 (9/4):

Case 2 Study Discussion: Provided by students

WEEK 3

Session 1 (9/9): The Current State of the Nonprofit Sector

Helmut K. Anheier and Lester M. Salamon, "The Nonprofit Sector in Comparative Perspective," Chapter 4 in *NSRH*

Students attend lecture on the state of nonprofits, by Nancy Berlin, Project Director of the California Association of Nonprofits (CalNonprofits). Location TBA.

Students will be expected to incorporate lessons from this lecture into the case study discussion on 9/11.

⇒ **Students confirm volunteer commitment at nonprofit- provide information via email to veronicf@usc.edu before class.**

Session 2 (9/11): Volunteerism

Wenjue Lu Knutsen, Value as a Self-Sustaining Mechanism: Why Some Nonprofit Organizations Are Different From and Similar to Private and Public Organizations.

Nonprofit and Voluntary Sector Quarterly 2013 42: 985, pp. 992-996.

Fiona Duguid, Karsten Mündel & Daniel Schugurensky, "Volunteer Work And Informal Learning: A Conceptual Discussion," in Duguid, F., Mündel, K., and Schugurensky, D., eds. *Knowledge Economy and Education*, Volume 7: Volunteer Work, Informal Learning and Social Action. Rotterdam, NLD: Sense Publishers, 2013, pp17-28.

Sarah J. Rehnborg, Wanda L. Bailey, Meg Moore, Christine Sinatra, *Strategic Volunteer Engagement: A Guide for Nonprofit and Public Sector Leaders*, A publication of the RGK Center for Philanthropy & Community Service, The LBJ School of Public Affairs, The University of Texas at Austin. May 2009, pp. 2-21

Case 3 Study Discussion: Provided by students

SECTION II: HOW NONPROFITS FUNCTION

WEEK 4

Session 1 (9/16): Students begin volunteering

Session 2 (9/18): Theories of Nonprofit Organizations

Richard Steinberg, "Economic Theories of Nonprofit Organizations," Chapter 5 in *NSRH*

Elisabeth S. Clemens, "The Constitution of Citizens: Political Theories of Nonprofit Organizations," Chapter 9 in *NSRH*

Report on first day of volunteering

WEEK 5

Session 1 (9/23): Students are volunteering

Session 2 (9/25): Theory of Change/Strategic Planning

Hu, Q., Kapucu, N., & O'Byrne, L. (2014). Strategic planning for community-based small nonprofit organizations: Implementation, benefits, and challenges. *Journal of Applied Management and Entrepreneurship*, 19(1), 83-101.

Dana H. Taplin, Heléne Clark, Eoin Collins, and David C. Colby, Theory of Change Technical Papers: A Series of Papers to Support Development of Theories of Change Based on Practice in the Field. ActKnowledge, April 2013

Case 4 Study Discussion: Provided by students

SECTION III: PUBLIC POLICIES & IMPLICATIONS FOR THE PUBLIC INTEREST

WEEK 6

Session 1 (9/30): Students are volunteering

Session 2 (10/2): Being an Advocacy Organization

"Building an Advocacy Foundation" in Hessenius, Barry, *Hardball Lobbying for Nonprofits*, Palgrave Macmillan 2007, pp 65-82.

Reid, E., "Advocacy and the challenge it presents for nonprofits," *Nonprofits and Government: Collaboration and Conflict* (2nd Edition), pp. 343-371.

WEEK 7

Session 1 (10/7): NO volunteering this week

Session 2 (10/9): Midterm

WEEK 8

Session 1 (10/14): Students are volunteering

Session 2 (10/16): Nonprofits and their Relation to Government

Young, D., "Complementary, supplementary, or adversarial? Nonprofit-government relations" *CR*, pp. 37-79.

Gronbjerg A Kirsten & Salomon M. Lester, "Devolution, Marketization, and the Changing Shape of Government-Nonprofit Relations," *State of Nonprofit America*, 2002

Case 5 Study Discussion: Provided by students

WEEK 9

Session 1 (10/21): Students are volunteering

Session 2 (10/23): Nonprofits and Advocacy

"Civic and Political Engagement" in Frumkin, Peter, *On Being Nonprofit: A Conceptual and Policy Primer*, Harvard University Press 2009, pp 29-63.

"Toward a New Paradigm for Nonprofit Advocacy/Lobbying" in Hessenius, Barry, *Hardball Lobbying for Nonprofits*, Palgrave Macmillan 2007, pp 15-20.

"Advocate and Serve," in Crutchfield, Leslie R. Grant, Heather McLeod, *Forces for Good The Six Practices of High-Impact Nonprofits* (2nd Edition), pp 47-71.

WEEK 10

Session 1 (10/28): Students are volunteering

Session 2 (10/30): Participation in Civil Society: Social Media and Advocacy

Chao Guo, Gregory D. Saxton, Tweeting Social Change: How Social Media Are Changing Nonprofit Advocacy. *Nonprofit and Voluntary Sector Quarterly*, February 2014 vol. 43 no. 1 57-79

Nah, Seungahn; Saxton, Gregory D, Modeling the adoption and use of social media by nonprofit organizations, *New Media & Society*, 03/2013, Volume 15, Issue 2

Kanter, Beth Fine, Allison Zuckerberg, Randi, "Working with Crowds," in *Networked Nonprofit: Connecting with Social Media to Drive Change*. Jossey-Bass, 2010

WEEK 11

Session 1 (11/4): Students are volunteering

Session 2 (11/6): Collective Impact

Kania, J., & Kramer, M. (2011, Winter). Collective impact. *Stanford Social Innovation Review*, 9, 36-41.

Roundtable on collective impact. (2012, Fall). *Stanford Social Innovation Review*, 10, 25-29.

Stewart, S. D. (2013), United Way, Healthy Communities, and Collective Impact. *Nat Civic Rev*, 102: 75–78. doi: 10.1002/ncr.21162

Case 6 Study Discussion: Provided by students

WEEK 12**Session 1 (11/11): Students are volunteering****Session 2 (11/13): Influence Of Foundations On Public Policies**

Prewitt Kenneth, “Foundations,” Chapter 15 in *NSRH*

Reich, R., “What are foundations for?” *Boston Review*, March 1, 2013, CR, pp 1-10.

Julia Coffman, Foundations and Public Policy Grantmaking. The James Irvine Foundation, March 2008

Reich, R., “A failure of philanthropy: American charity shortchanges the poor, and public policy is partly to blame,” *Stanford Social Innovation Review*, Winter 2005, CR, pp.26-33.

Case 7 Study Discussion: Provided by students

WEEK 13**Session 1 (11/18): Last day of volunteering****Session 2 (11/20): International Perspectives**

Boli John, “International Nongovernmental Organizations,” Chapter 14 in *NSRH*

Doh, J. P. (2009). *Nongovernmental organizations (NGOs)*. Princeton: Princeton University Press.

Case 8 Study Discussion: Provided by students

WEEK 14**11/25: 2 Group Presentations****11/27 – THANKSGIVING****WEEK 15****12/2: 3 Group Presentations****12/4: 3 Group Presentations****December 11 - FINAL**

Field Work - Volunteer Assignment Criteria/Description

This assignment requires that the organization you volunteer with be a “charitable nonprofit” (501(c)3) organization. You should choose an organization that fits closest to your passion/heart. If you don't know where you would like to volunteer, a place to start your search is <http://greatnonprofits.org> or <http://www.volunteermatch.org>

The fieldwork provides you with the opportunity to learn first-hand about a nonprofit organization and its policy context, as well as participate in the process of delivering services. Also, the assignment utilizes a field study approach to data gathering, i.e., the use of observations, interviews, practice and review of organizational records and documents. You are expected to volunteer Tuesday's from 12-2pm with an organization in order to secure an insider role thereby becoming familiar with the operation of the organization. If your time and/or schedule do not permit this time, you can request a different arrangement that still fulfills your volunteer commitment. In either case, you must give evidence of your weekly commitment by getting your assigned supervisor to sign your weekly timesheet. You will submit your timesheet via email at the end of the assignment to veronicf@usc.edu. You will also need to maintain a weekly journal of your experiences for the week, which I will check periodically. Lastly, you will need to interviewed at least two persons and include copies of your interview notes in the appendix of your Reflection Papers as well as the interviewees' contact information. (It is not necessary to type these notes.)

While differences in emphasis will emerge from the volunteer role you will assume, the following topics and associated questions are a framework to guide your fieldwork:

1. **The organizational history:** What factors led to the founding and development of this organization? What theory or theories of the nonprofit best explain the development and/or existence of the organization?
2. **The organizational structure, goals and activities:** How is the organization governed? What is its mission? How does it carry out or implement its mission through its programs? How does it differ from other nonprofits, government and private for-profit organizations operating in the policy area?
3. **The resources of the organization**—professional staff, volunteers, and revenues: What are the sources of the organization's resources? Charitable contributions? Fees for services? Endowment income? Collaborative partnerships? Government grants or contracts? How are they obtained? Have these resources changed over time?
4. **The relationships of the organization to public policy:** How would you characterize the organization's relationship with government? How is the organization affected by public policy? How does it affect public policy? How does it engage a wide range of stakeholders in achieving its policy objectives?
5. **Conclusion:** Given that the purpose of this assignment is to acquaint you with the role of the nonprofit sector in American life, assess the organization in achieving its goals and contributing to the public interest, be sure to cite evidence that supports your assessment. Questions that you might consider in assessing the organization include the following: What is the main problem faced by the organization and how

can it be overcome? What would the consequences be if the nonprofit organization did not exist? Is a public subsidy, e.g., tax-exempt status, justified for the organization? Given your analysis and assessment, what changes would you suggest for the organization?

Getting the most out of your volunteer experience:

You're donating your valuable time, so it's important that you enjoy and benefit from your volunteering. It's important to make sure that your volunteer position is a good fit and to communicate with the people you're working with in the volunteer organization. On week 3 you will be expected to submit the name of the organization and contact information for your direct supervisor.

Ask questions. You want to make sure that the experience is right for your skills, your goals, and the time you want to spend. If you have any questions, be sure to speak up. Sample questions to your volunteer coordinator might address your time commitment, if there's any training involved, who you will be working with, and what to do if you have questions during your experience.

Make sure you know what's expected. Before starting, make sure you are comfortable with the organization, know what is expected, and confirm the time commitment. Give yourself some flexibility to change your focus if needed.

Don't be afraid to make a change. Speak up if your experience isn't what you expected. Don't force yourself into a bad fit. Talk to the organization about changing your focus or speak to the professor about looking for another match.

Enjoy yourself. Most importantly, make sure you're having fun! The best volunteer experiences benefit both the volunteer and the organization. If you're not enjoying yourself, ask yourself why. Is it the tasks you're performing? The people you're working with? Or are you uncomfortable simply because the situation is new and unfamiliar? Pinpointing what's bothering you can help you decide how to proceed.

Examples of Nonprofit Organizations for this Assignment

St. Francis Hospital
Ronald Mc Donald House
Red Cross
UNO (United Neighborhood Organizations)
Aids Project Los Angeles
Korean Youth Center
Weingart Center
CARE
A Place Called Home

Homeboy Industries
El Rescate
Las Familias del Pueblo
LA Free Clinic
Brotherhood Crusade
World Vision
Para Los Niños
All Peoples' Community Center
Museum of Contemporary Art