

Instructor: Cheri Villa
Monday 7:20-10:00 pm
Enterprise Hall 275
Spring 2017

COURSE SYLLABUS

INTS 331 -001 The Nonprofit Sector

Course Description: This course is designed to give students a broad understanding of the origin, purpose and structure of the nonprofit sector.

Students will obtain a thorough understanding of the nonprofit sector including its historical origins, its value to society, its challenges and advantages, and unique properties as a third sector functioning alongside private interests and the government. There will be no midterm and no final. Instead, the class format will vary to include lectures, regular discussion of readings, student presentations, written assignments, and outside the classroom experiences. All students are expected to participate fully in all course requirements and exhibit a high level of engagement in classroom discussions. **Outside of class, students will be expected to complete 20 hours of community based service learning through volunteer activities in a nonprofit organization of their choice. All students must obtain prior approval by the instructor before beginning their service hours. Accountability for these hours is demonstrated via a tracking log.**

Learning Objectives

Through this course, students will:

- Learn the historical origins of the nonprofit sector
- Broaden their knowledge of sector roles and responsibilities
- Recognize best practice components of nonprofit governance
- Analyze various types of nonprofits
- Develop an understanding of recent nonprofit issues and trends
- Volunteer with a nonprofit to gain practical experience working in the field

Course Requirement

There are four major requirements for the course:

1. Full Participation

Learning in this class will come from books, the instructor, as well as each other which is why it is expected and imperative that students attend all class sessions, arrive on time, and be prepared and willing to share ideas, questions, and opinions about the readings and assignments. If at all possible, students should email the instructor beforehand if they expect to be late or miss class entirely. Participation can also be determined through quizzes and questions posed in class on course material being covered.

2. Written Assignments

Students will be asked to complete a variety of written assignments throughout the semester.

They are due prior to or at the beginning of class on the due date. Late work will receive a penalty of one letter grade for every day late.

Written assignments will consist of:

- **Briefing Assignments** – These assignments will help demonstrate students' mastery of key concepts and topics discussed in the readings and in class. Briefings will consist of 2-3 paragraph answers to questions posed at the conclusion of subjects covered. 3-4 Briefing assignments will be assigned during the semester. **Due Dates Vary.**
- **Focus Papers**- Two analysis papers will be assigned during the course of the semester. They are intended to help demonstrate how you approach topics, how you think about issues, analyze, and present your ideas and opinions. Guidance on the topic and structure of the papers will be discussed in class. One paper will be due in the first half of the

course and the second will be due in the latter part of the semester. Each paper must be 3-4 pages in length, double-spaced, 12-point font, Times New Roman. **Due Dates are February 13 and March 27.**

- **Nonprofit Analysis Paper** –This paper is also discussed under the Community Based Learning (CBL) requirement below. This paper is a written analysis of your volunteer experience and needs to include information about your project, your reflection on the experience, and how your experience relates to nonprofit information learned and discussed in class. The Analysis Paper should be 4-5pages in length, double spaced, 12-point font, Times New Roman. You can be creative in how you approach this paper but it is important to thoroughly demonstrate your knowledge of the materials covered in class and your individual analysis of the event. **Due via email on or before Monday, April 24, 2017.**

3. Class presentations

- **“In The News”**- The nonprofit sector is an important part of our culture and economics in America. As a sector, nonprofits receive significant attention in newsworthy publications. This assignment is intended to help students link historical and abstract elements of the course with topics that are trending today. Students will sign up at the beginning of the semester to lead a 15-minute discussion about one relevant news article related to nonprofit fundraising and/or resource development. It will be important to pose several questions to the class for discussion and thoughtful consideration. Articles should either relate to the topic we will be discussing in class or on an important issue in the media. **Articles should be uploaded on Blackboard by 5 pm the Sunday prior to class.** Class members should read the articles and be prepared to participate in a class discussion. *Suggested* places to look for relevant material to present are: The Chronicle of Philanthropy, New York Times, NPR, Huffington Post, Economist, and Washington Post. **Sign-up sheets will be made available in class on January 23, 2017.**
- **Sector Presentations**- Members of the class will work in groups of 4 to present an in-depth analysis of a key nonprofit subsector (Healthcare; Education; Social Services; Arts, Culture & Recreation; Religion; Advocacy, Legal Services & International Aid). Included in this presentation is a thorough description of the data, trends, challenges, nuances, and any other relevant facts associated with this subsector. Groups can be as creative as possible need to plan interactive elements to evoke class involvement. Guest speakers are encouraged. This session should be approximately 1.5 hours in length. If more time is needed, please discuss with me at least 2-3 weeks prior. **The group presentations will take place in class on April 3, April 10 and April 17. Sign-up sheets will be made available on January 30.**

4. Community Based Learning (CBL) Experiences-Mandatory! You will integrate classroom knowledge with practical experience in this course by contributing a *minimum* of **20 hours** over the course of the semester in volunteer service in an approved nonprofit setting. This experience will culminate in students sharing their experience in class in a 10-minute presentation as well as writing a 4-5 page paper on what they learned as a result of their efforts. This paper is due on April 24, 2017 and the format should follow all other written work and be double spaced, 12-point font, Times New Roman. **Sign-up sheets will be available on January 30 for this presentation.**

Grading Policy

Final grades will be determined by scores accumulated on class assignments, in class exercises, class participation and completing the CBL hours.

Contacting the Instructor

I will commit to be as accessible to each student as possible to discuss projects, papers, and any challenges you might be having in class. Please feel free to reach me via email at cvilla1@gmu.edu or by cell at (703) 622-4240.

Student Support

Additional student support is available at the NCC Homepage (www.ncc.gmu.edu); writing support is available at the Writing Center (writingcenter.gmu.edu) and an on-line writing guide is available at classweb.gmu.edu/neewg. The Counseling Center is available to you, as well as your NCC advisor.

Course Readings and Materials

Required textbook for this course:

- Walter W. Powell and Richard Steinberg, eds., **The Nonprofit Sector, A Research Handbook**. 2nd edition. Yale University Press, 2006.

Additional course materials may be assigned in class or on blackboard as the semester progresses. **Please be sure to look for emails from the instructor that contains course-relevant information.**

Academic Integrity

All students in this course shall adhere strictly to the GMU Honor Code regarding academic integrity. Please see the University Catalog for a full description of the code and the honor committee process.

This course is structured so that students can be self-directed and have a great deal of autonomy in completing group work and community based learning experiences. It is expected that all students exhibit honor in how they manage their time and their commitments. Falsifying attendance or neglecting obligations will adversely affect your grade and your progress in this course. You will be expected to read materials in advance of class and be willing to share your personal views, perspectives, and traditions with the group so we can all benefit from each other's ideas and experiences. All written work should be your own, or proper credit given for the source. As a matter of ethical practice, you will be guests in other organizations through your CBL experience and should remember that information obtained should be treated as proprietary to those agencies.

Office of Disability Services

If you are a student with a disability and you need academic accommodations, please see the instructor and contact the Disability Resource Center (DRC) at (703) 993-2472. All academic accommodations must be arranged through that office.

Electronic Devices

Cell phones, lap tops, iPads, or other electronic devices will not be permitted in class. This keeps attention focused on class discussion and presenters. The only exception is when devices are needed exclusively for the purpose of aiding with presentations to the class as a whole.

Course Outline

1. January 23: Semester Overview

- Getting Started...Introductions of course material, approach and expectations
- The Nonprofit Sector Overview
- * Sign-ups will be available for "In The News" presentations

2. January 30: History and Scope of the Nonprofit Sector

Powell and Steinberg, **The Nonprofit Sector**,

- * Sign-ups will be available for Sector presentations and CBL presentations
- * Two students do their "In the News" presentations

3. **February 6:**
Eugene Tempel,
 - * Three students do their “In the News” presentations
 - * DUE:
4. **February 13:**
Eugene Tempel,

In addition to readings and webinar this week:

 - * Three students do their “In the News” presentations
 - * DUE: 1st Focus Paper on “ ”
5. **February 20:**
Eugene Tempel,
 - * Three students do their “In the News” presentations
6. **February 27:**
Eugene Tempel,
 - * Three students do their “In the News” presentations
 - *DUE:
7. **March 6:**
Eugene Tempel, Seiler,
 - * Three students do their “In the News” presentations
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8. **March 13: Spring Break – NO CLASS**
9. **March 20:**
Eugene Tempel, Seiler, &
 - *DUE:
 - * Three students do their “In the News” presentations
 - *
10. **March 27:**
William
 - *DUE: 2nd Focus Paper (Topic TBD by class)
 - *Three students do their “In the News” presentations
11. **April 3:**
Eugene
 - * Two students do their “In the News” presentations
 - * Two Sector Presentations
12. **April 10:**
Eugene

* Two Sector Presentations

***DUE:**

13. **April 17:**

* Two Sector Presentations

14. **April 24:**

* Eight (10 minute) CBL Experience Presentations

***DUE:** Nonprofit Analysis Papers Due (on individual CBL experiences)

15. **May 1:** Last class session

* Eight (10 min) CBL Experience Presentations