



INTS 331: The Nonprofit Sector

4 credits | TR 9:00 am to 10:15 am | Nguyen Engineering Building 1110

“America is great because she is good. If America ceases to be good, America will cease to be great.”
– Alexis de Tocqueville

Charitable giving has been recorded for thousands of years. Nearly all cultures include some emphasis on the importance of serving others. In his travels throughout the United States in the 1800's, Frenchman Alexis de Tocqueville noted the propensity of Americans to form voluntary associations. Although the nonprofit sector as a construct is a relatively recent phenomenon, dating back to 1970s, it is incredibly diverse in scope and scale. Through readings, classroom discussions, and on-site experience in non-profit organizations, you will explore the historical, legal, and socioeconomic forces that shape and influence the American nonprofit sector. You will also study the tools and practices of nonprofit organizations including mission setting, fundraising, employee and volunteer management, and budgeting, all of which affect an organization's ability to serve its target community.

As a participant in this learning community, you can expect to:

- ✓ Understand the role of the nonprofit sector in American democracy;
- ✓ Recognize theoretical frameworks and how to apply them in a nonprofit setting;
- ✓ Articulate the fundamental skill sets of nonprofit managers and leaders;
- ✓ Understand the importance of accountability and communicating the organization's impact to community stakeholders;
- ✓ Identify and find resources for learning more about nonprofits and how they operate;
- ✓ Become familiar with career options in the nonprofit sector;
- ✓ Design programs and services to meet an identified community need.

****UPDATED 8/30/2019****

Mason Core

This course meets the “exploration” requirement of Mason Core which seeks to acquaint students with the broad range of intellectual domains that contribute to a liberal education. By experiencing subject matter and ways of knowing in a variety of fields, students will be better able to synthesize new knowledge, respond to fresh challenges, and meet the demands of a complex world.

Commitment to Diversity & Student Support

The School of Integrative Studies (SIS) promotes and works to maintain an equitable learning environment. We value all individuals and believe that diversity makes for a richer learning experience. I am open to recommendations for ways to make the classroom a collaborative and inclusive space where students’ voices are heard. If you require accommodations to fully participate in this course, please contact me as soon as possible. On Blackboard I have provided contact information for relevant campus and academic resources and supports.

How to Communicate with Professor Frye



Visit: Enterprise Hall Room 426
Call/text: 571-310-3866 (Google voice)
Email: sfrye4@gmu.edu (Official University Email)
Follow:  Samuel Frye (Professor Frye)
 @ProfessorFrye
Share: slf182@gmail.com (Google docs)

Additional classroom support will be provided by Undergraduate Teaching Assistant (TA), Ashley Spors. Ashley will help facilitate class discussions and activities and she can be contacted for support with assignment instructions, writing, technical issues with Blackboard, group work questions, and due date reminders. Her email address is: aspors@gmu.edu

Materials Needed to Succeed in INTS 331

First and foremost, you need an open mind and an eagerness to learn. Beyond that, we will rely heavily on the following two books. The first is an edited book that can be accessed through GMU’s online library database (No need to purchase).

<https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/detail.action?docID=3420398>.

The second book can be purchased through the GMU bookstore or from online book vendors. Simply do a web search for the International Standard Book Number (ISBN):

1. Powell, W. W. & Steinberg, R. (Eds.) (2006). *The Non-profit Sector: A Research Handbook* (2nd edition). New Haven, CT: Yale University Press. ISBN: 9780300109030
2. Desmond, M. (2017). *Evicted: Poverty and Profit in the American City*. New York: Penguin Random House LLC. ISBN: 9780553447453

Note: Additional readings will be assigned and provided to you on Blackboard.

Learning Assignments At-A-Glance

Course Part	Point Value	Graded Assignment
Reflection	100	Attendance & Participation (25 class periods @ 4 pts. ea.)
	50	A Life Well-Lived Essay & Presentation
150		
Analysis	200	Reading Discussant (4 @ 50 pts. ea.)
	100	Nonprofit Organizational Design Component (1 of 5)
	100	Nonprofit Organizational Design Feedback (4 @ 25 pts. ea.)
	50	Nonprofit Organizational Design Component Presentation (1 of 5)
	50	<i>Evicted</i> Blackboard Discussions
500		
Action	200	Community-based Learning (Hours + Journal)
200		
Synthesis	100	Group Business Plan Presentation
	50	Nonprofit Organizational Design Component Revisions
150		
Total	1,000	

Summary* of Learning Assessments

*Note: Additional instructions and grading rubrics for the following assignments will be provided in class and/or on Blackboard.

Nonprofit Organizational Design (400 points): Working as a class, you will identify an unmet community need and create the necessary nonprofit organizational infrastructure to meet that need. Although this mock organization will be completed as a class project, separate groups will work on the five components which include: 1) Needs Assessment & Service Descriptions; 2) Organizational Structure & Job Descriptions; 3) Resource Plan & Budget; 4) Branding & Marketing Plan; and 5) Program Evaluation and Performance Improvement Plan.

Community-Based Learning (CBL) (200 points): You will select an organization to volunteer with over the course of the semester that is addressing a social issue that you care about. The community-based learning project will include 20 hours* of volunteer service-learning (approximately two hours per week over 10 weeks) with a community organization. A learning log and timesheet documenting

your hours and activities in the organization will be required of all students. Additionally, students will provide reflections about their community-based learning experience.

Social Action & Integrative Learning (SAIL) provides forms and materials to support your service learning, as well lists of organizations interested in hosting students. See <http://sail.gmu.edu> for links to information and service-learning forms.

*Note: if you are engaged in service-learning for another course, please see the instructor.

Reading Discussant (200 points): Four times during the semester, you will be asked to complete a 2-page typed summary/analysis of the assigned readings for that day using a template I provide to you. In addition to the assigned readings, you must also choose one scholarly article that relates to the day’s topics. Articles will be uploaded to Blackboard at least 48 hours before your assigned due date. Students completing summaries will be expected to lead the discussion for the day. Please note that to receive credit for your reading discussant, you must attend class on the day you are assigned to lead class discussion.

Attendance & Participation (100 points): You can earn four points for each class period, up to a maximum of 100 points. However, to receive full credit, you must do more than just show up. This course integrates experiential and community-based learning as a key component. Learning occurs through active participation in community work and class activities, discussion, and personal reflection upon experiences. In class and web-based assignments based on the reading materials and group experiences will be factored into the participation grade. Further, you must be present for the entire class period to receive full credit unless prior arrangements have been made with the instructor.

A Life Well-Lived Essay & Presentation (50 points): In this one-page, forward-looking reflection, which I have conceptualized as a retirement speech or eulogy, you will summarize what you hope to achieve by the end of your career or life. Your speech will be read aloud in class by a classmate so you must write using third-person pronouns (e.g. he/she/they).

Evicted Blackboard Discussions (50 points): Five times throughout the semester, you will participate in a Blackboard forum to discuss issues presented in the *Evicted* book to help you better understand and apply major course concepts.

Final Course Grade Calculations

Letter Grade	Points	Percentage	Letter Grade	Points	Percentage
A ⁺	1,000-970	100-97%	C ⁺	799-770	79-77%
A	969-930	96-93%	C	769-730	76-73%
A ⁻	929-900	92-90%	C ⁻	729-700	72-70%
B ⁺	899-870	89-87%	D	699-600	69-60%
B	869-830	86-83%	F	599-000	59-00%
B ⁻	829-800	82-80%			

For information on course policies, classroom etiquette, and university supports and services, please refer to Blackboard.

Proposed Course Schedule

The following calendar outlines course topics, required readings, learning assignments, and due dates. I reserve the right to modify the syllabus and course schedule for pedagogical reasons. I will notify you when changes occur.

Date	Topics	Readings and Assignments Due
Aug. 27	<ul style="list-style-type: none"> ▪ Welcome, Introductions, & Expectations 	–
Aug. 29	<ul style="list-style-type: none"> ▪ Defining Nonprofits ▪ Introduction to Community-based Learning 	<ul style="list-style-type: none"> ▪ Powell & Steinberg: Introduction ▪ Blackboard reading
Sep. 3	<ul style="list-style-type: none"> ▪ Historical Roots of the Nonprofit Sector: 1600-1920 	<ul style="list-style-type: none"> ▪ Hall (In Powell & Steinberg): pp. 32-47 ✓ A Life Well Lived Essay & presentation due in class
Sep. 5	<ul style="list-style-type: none"> ▪ Historical Roots of the Nonprofit Sector: 1920-2000 ▪ Contemporary Comparative Perspectives 	<ul style="list-style-type: none"> ▪ Hall (In Powell & Steinberg): pp. 48-58 ▪ Anheier & Salamon (In Powell & Steinberg): pp. 106-110 ▪ Blackboard reading ▪ A Life Well Lived presentations continue
Sep. 10	<ul style="list-style-type: none"> ▪ Current Scope & Dimensions of the Nonprofit Sector: Size, Revenue, and Tax-exempt Status 	<ul style="list-style-type: none"> ▪ Boris & Steuerle (In Powell & Steinberg): Ch. 3 ✓ Discussant due in class ✓ A Life Well Lived presentations continue
Sep. 12	<ul style="list-style-type: none"> ▪ Current Issues in the Nonprofit Sector ▪ <i>Evicted</i> presentation 	<ul style="list-style-type: none"> ▪ Desmond: Prologue, Ch. 1-2, & About This Project (pp. 315-336) ✓ Discussant due in class ✓ A Life Well Lived presentations continue
Sep. 17	<ul style="list-style-type: none"> ▪ Identifying Community Need 	<ul style="list-style-type: none"> ▪ Blackboard reading ✓ Discussant due in class ✓ A Life Well Lived presentations continue
Sep. 19	<ul style="list-style-type: none"> ▪ Needs Assessment Workday 	<ul style="list-style-type: none"> ✓ <i>Evicted</i> Discussion Board due 9/20 @ 11:59 pm
Sep. 24	<ul style="list-style-type: none"> ▪ Economic Theories of Nonprofit Organizations 	<ul style="list-style-type: none"> ▪ Steinberg (In Powell & Steinberg): Ch. 5 ▪ Desmond: Ch. 3-5 ✓ Discussant due in class

Date	Topics	Readings and Assignments Due
Sep. 26	<ul style="list-style-type: none"> ▪ Nonprofit Organizations and the Market 	<ul style="list-style-type: none"> ▪ Brown & Slivinsku (In Powell & Steinberg): Ch. 6 ✓ Discussant due in class
Oct. 1	<ul style="list-style-type: none"> ▪ Mission/Vision/Values 	<ul style="list-style-type: none"> ▪ Minkoff & Powell (In Powell & Steinberg): Ch. 25 ▪ Desmond: Ch. 6-8 ✓ Discussant due in class
Oct. 3	<ul style="list-style-type: none"> ▪ Service Descriptions 	<ul style="list-style-type: none"> ▪ Blackboard reading ✓ Discussant due in class
Oct. 8	<ul style="list-style-type: none"> ▪ Presentation Group 1 	<ul style="list-style-type: none"> ✓ Needs Assessment & Service Descriptions Presentation due in class ✓ <i>Evicted</i> Discussion Board due 10/9 @ 11:59 pm
Oct. 10	<ul style="list-style-type: none"> ▪ Work in the Nonprofit Sector ▪ Governance Issues 	<ul style="list-style-type: none"> ▪ Leete (In Powell & Steinberg): Ch. 7 ▪ Ostrower & Stone (In Powell & Steinberg): Ch. 26 ▪ Desmond: Ch. 9-11 ✓ Discussant due in class ✓ Group 1 Feedback due @ 11:59 pm
Oct. 15	<ul style="list-style-type: none"> ▪ Monday Classes Meet Today – INTS 331 Does Not Meet 	<p style="text-align: center;">–</p>
Oct. 17	<ul style="list-style-type: none"> ▪ Government-Nonprofit Relations 	<ul style="list-style-type: none"> ▪ Smith & Gronbjerg (In Powell & Steinberg): Ch. 10 ▪ Desmond: Ch. 12-14 ✓ Discussant due in class ✓ Group 1 Revisions due @ 11:59 pm
Oct. 22	<ul style="list-style-type: none"> ▪ Presentation Group 2 	<ul style="list-style-type: none"> ✓ Organizational Structure & Employee Job Descriptions Presentation due in class ✓ <i>Evicted</i> Discussion Board due 10/23 @ 11:59 pm

Date	Topics	Readings and Assignments Due
Oct. 24	<ul style="list-style-type: none"> ▪ Legal Framework 	<ul style="list-style-type: none"> ▪ Brody (In Powell & Steinberg): Ch. 11 ▪ Desmond: Ch. 15-17 ✓ Discussant due in class ✓ Group 2 Feedback due @ 11:59 pm
Oct. 29	<ul style="list-style-type: none"> ▪ Tax Treatment 	<ul style="list-style-type: none"> ▪ Simon, Dale, & Chisolm (In Powell & Steinberg): Ch. 12 ✓ Discussant due in class
Oct. 31	<ul style="list-style-type: none"> ▪ Charitable Giving 	<ul style="list-style-type: none"> ▪ Havens, O’Herlihy, & Schervish (In Powell & Steinberg): Ch. 23 ▪ Vesterlund (In Powell & Steinberg): Ch. 24 ▪ Desmond: Ch. 18-20 ✓ Discussant due in class ✓ Group 2 Revisions due @ 11:59 pm
Nov. 5	<ul style="list-style-type: none"> ▪ Fundraising 	<ul style="list-style-type: none"> ▪ Blackboard reading ✓ Discussant due in class
Nov. 7	<ul style="list-style-type: none"> ▪ Budgeting 	<ul style="list-style-type: none"> ▪ Blackboard reading ▪ Desmond: Ch. 21-23 ✓ Discussant due in class
Nov. 12	<ul style="list-style-type: none"> ▪ Presentation Group 3 	<ul style="list-style-type: none"> ✓ Resource Plan & Budget Presentation due in class ✓ <i>Evicted</i> Discussion Board due 11/13 @ 11:59 pm
Nov. 14	<ul style="list-style-type: none"> ▪ Political Advocacy 	<ul style="list-style-type: none"> ▪ Jenkins (In Powell & Steinberg): Ch. 13 ▪ Desmond: Ch. 24 & ✓ Discussant due in class ✓ Group 3 Feedback due @ 11:59 pm
Nov. 19	<ul style="list-style-type: none"> ▪ Marketing & Branding 	<ul style="list-style-type: none"> ▪ Blackboard reading ✓ Discussant due in class

Date	Topics	Readings and Assignments Due
Nov. 21	<ul style="list-style-type: none"> ▪ Presentation Group 4 	<ul style="list-style-type: none"> ✓ Marketing & Branding Plan Presentation due in class ✓ Group 3 Revisions due @ 11:59 pm ✓ <i>Evicted</i> Discussion Board due 11/22 @ 11:59 pm
Nov. 26	<ul style="list-style-type: none"> ▪ Setting Goals 	<ul style="list-style-type: none"> ▪ Blackboard reading ✓ Discussant due in class ✓ Group 4 Feedback due @ 11:59 pm
Dec. 3	<ul style="list-style-type: none"> ▪ Evaluation & Improvement 	<ul style="list-style-type: none"> ▪ Blackboard reading ✓ Discussant due in class
Dec. 5	<ul style="list-style-type: none"> ▪ Presentation Group 5 	<ul style="list-style-type: none"> ✓ Program Evaluation & Improvement Plan Presentation due in class ✓ Group 5 Feedback due Dec. 7 @ 11:59 pm ✓ Group 4 Revisions due @ 11:59 pm
Dec. 12	<ul style="list-style-type: none"> ▪ Final Presentation (All groups present) 	<ul style="list-style-type: none"> ✓ All group present final product in class ✓ Group 5 Revisions due @ 11:59 pm

Please ask two classmates to be your contacts for notes and other course happenings if you miss class:

Name	Email	Cell
1.		
2.		