



INTS 331: The Nonprofit Sector

4 credits | Thursdays 4:30 pm to 7:10 pm | Music/Theater Building 1004

“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 just the 1970s, it is incredibly diverse in scope and scale. Through readings, classroom discussions, and on-site experience in nonprofit organizations, you will explore the historical, legal, and socioeconomic forces that shape and influence the American nonprofit sector. You will also study the key activities 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.

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 Equity, 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 see me and contact the Office of Disability Resources at (703-993-2474; ods@gmu.edu). All academic accommodations must be arranged through that office. Click on the following link to find contact information for a range of on-campus [student support resources](#). Please be aware that as a faculty member and designated "responsible employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's [Title IX Coordinator](#) per [university policy 1412](#). If you wish to speak with someone confidentially, please contact the [Student Support and Advocacy Center](#) (703-380-1434) or [Counseling and Psychological Services](#) (703-993-2380). You may also seek assistance from [Mason's Title IX Coordinator](#) (703-993-8730; titleix@gmu.edu).

How to Communicate with Professor Frye



Samuel L. Frye, Ph.D.

Visit: Enterprise Hall Room 426 (By appointment)
Call/Text: 571-310-3866 (Google voice)
Email: sfrye4@gmu.edu (Official University Email)
Follow:  [@ProfessorFrye](#) (#NonprofitFellows2020)
Share: sf182@gmail.com (Google docs)

Email is the most expedient means of communicating with me when you have questions or need clarification on assignments. In most cases, I will respond within 24-48 hours, though I generally don't check emails on Saturdays. All emails, regardless of purpose, must include the course name and section number in the subject line and the body of the email must begin with a greeting and conclude with your name. A student's identity is not always apparent from the email address and without your name I won't know who you are, nor will I respond. If you would like to discuss grades or review missed material when absent, please make an appointment to visit me in the office.

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, both of which can be purchased through the GMU bookstore or from online book vendors.

Crutchfield, L.R. & Grant, H.M. (2008). *Forces for Good: The Six Practices of High-Impact Nonprofits*. San Francisco: Jossey Bass. ISBN: 9781118118801

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	Value	Graded Assignment
Collaborative Learning	450	Mock Nonprofit Organizational Design Projects (6 @ 75 pts.)
	150	Nonprofit Business Plan + Presentation
Individual Writing	100	Take-home Midterm Essays (2 @ 50 pts.)
	100	Nonprofit Sub-sector Analysis
Course Engagement	100	Reading Discussion Leader (2 @ 50 pts.)
	100	Reading Discussion Participation (5 @ 20 pts.)
Total	1,000	

Honor Code and Academic Integrity

You are expected to observe and abide by [the University's Honor Code](#). Three fundamental principles students must always follow are:

1. All work submitted must be your own;
2. When using the work or ideas of others, including fellow students, give full credit through accurate citations;
3. If you are uncertain about citation rules or assignment guidelines, ask your instructor for clarification.

No grade is important enough to justify academic misconduct. If you feel unusual pressure or anxiety about your grade in this or any other course, please let an instructor know and seek help from University resources. The University provides a range of services to help with test anxiety, writing skills, study skills, personal issues, and related concerns. Failing to properly cite your sources, even if unintentional, is considered plagiarism, a serious offense. Further, the re-use of papers, presentations, and other materials from one course in another course is not appropriate or acceptable. Violations of the University Honor Code will be referred to the University Honor Committee for review and action, which may include a zero for the assignment or total course failure.

Summary* of Learning Assignments

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

Mock Nonprofit Organizational Design (600 points): Working collaboratively in groups of 4-5 students, you will identify an unmet community need and create the necessary organizational infrastructure to meet that need. The individual components of this project include: 1) Needs Assessment; 2) Program Design; 3) Governing Structure and Staffing 4) Branding, Marketing, and Communications; 5) Program Evaluation and Performance Improvement; and 6) Resource Plan and Budget. Each group will produce a 6-8-page written document for all six of the above components, culminating in a final business plan which will be presented to your peers and invited members of the local nonprofit community.

Take-home Midterm Exam (100 points): Between weeks 8 and 9, you will complete two 4-6-page essay response to prompts you will receive several days before the exam is due. These essay questions will assess your understanding of nonprofit history, theory, and law, and your ability to apply these concepts to themes in Desmond's *Evicted*.

Nonprofit Sub-sector Analysis (100 points): Students will conduct an in-depth analysis of a nonprofit subsector that relates to their internship site. There are two parts to this project which will help you develop a comprehensive sector analysis paper: 1) an annotated bibliography of professional and scholarly sources that will inform the content of your sector analysis; 2) a 4-6-page analysis paper that provides a thorough description and background of the specific subsector including data, trends, and nuances, unique challenges and opportunities, and any other relevant facts associated with this subsector.

Reading Discussant/Participant (200 points): Two times during the semester, you will complete a 2-page typed summary/analysis of the assigned readings for that day using a template I provide to you. Students completing summaries will be expected to lead the discussion in break-out groups of 4-5 students. Please note that to receive credit for your reading discussant, you must attend class on the day you are assigned to lead class discussion. In addition, five times throughout the semester (on days you are not a designated discussion leader) you will be assessed by your discussion leader on your contributions to small-group discussion.

Final Course Grade Calculations

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

At any point during the semester you can determine your percentage grade by dividing your earned points (available on Blackboard) by the total points possible at the time you are calculating and multiplying the quotient by 100. For example, if you have accumulated 650 points out of an assigned 700, your grade would be an "A-". Please note that I do not round up percentages. To receive an "A" in this course you must earn at least 930 points by the end of the semester; 929 points is a point short,

and fairness to everyone, I will not arbitrarily award extra points to some students and not to others. Please also note that it is your responsibility to monitor your grades – If you have questions about your grade you must contact me within two weeks of the date the grade was published. Furthermore, once a final grade has been recorded by the Office of the University Registrar, it can only be changed in cases of computational or recording error, or pursuant to a successful appeal of the grade. Additional work of any type submitted to improve a grade after the final grade has been assigned and sent to the Office of the University Registrar is never accepted.

Attendance & Late Work

Mason’s [Academic Policy 1.6](#) states that students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. As such, at the start of each class period I will distribute a sign-in sheet. Students entering the room after the sign-in sheet has been distributed will be marked late. It is your responsibility to ensure that you sign in – I will not retroactively mark you present if you forget to sign in. Further, any student who is more than 30 minutes late will be marked absent for the day. In this course, you are permitted one unexcused absence and two unexcused tardies without penalty. The remaining unexcused absences and tardies will trigger overall course grade deductions according to the following schedule:

Unexcused Absences	Penalty	Unexcused Tardies	Penalty
1	None	1	None
2	5%	2	None
3	10%	3	= 1 absence
4	20%	4	= 2 absences
5	40%	5	= 3 absences
6+	Course Failure	6	= 4 absences
		7	= 5 absences
		8+	Course Failure

I classify the following occurrences as unexcused absences: court appearances (except cases in which you are a victim), incarceration, deceased pets, arguments with family members or significant others, being called into work, delayed return to campus after personal travel, car trouble or traffic jams, too much work in other classes, and general stress (unless treated by a medical professional). You should reserve your one allowable unexcused absence for these unexpected events. Absences will only be excused for the following documented occurrences: personal physical or psychological illness or the illness of a dependent, death of an immediate family member, military training or deployment, approved GMU functions, and religious observances. Please note that I reserve the right to determine what constitutes acceptable documentary evidence.

Because I have provided you with all assignment due dates ahead of time, exams and other assignments may only be submitted late under circumstances that fit the above definition of an excused absence. All assignments must be submitted via Blackboard unless instructed otherwise. Under no circumstances should you email me assignments unless you have my explicit permission.

Classroom Decorum

Disruptive student behavior can be defined as any behavior likely to substantially or repeatedly interfere with the normal conduct of instruction activities, including meetings with instructors outside of class. Example of such behavior include, but are not limited to, making loud or distracting noises; using cell phones and other electronic devices without prior approval or for purposes unrelated to the course; repeatedly speaking without being recognized; frequently arriving later or leaving early from class; and making threats or personal insults. Note: A verbal expression of a disagreement with the instructor or other students on an academic subject matter discussed with the course, during times when the instructor permits discussion, is not in itself disruptive behavior. Class periods during which one or more violations occur will be treated as an unexcused absence and may be reported to the [Office of Student Conduct](#).

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. If class is cancelled due to my absence, or university closure, an out-of-class assignment will be posted to Blackboard to be completed in lieu of a face-to-face meeting.

*Denotes reading is available on Blackboard

Date	Topics	Readings and Assignments Due
1/23	Introduction to the course and the nonprofit sector; Defining nonprofits	
1/30	Historical roots of the nonprofit sector; Traditional versus critical service learning	Hall: Ch. 1 (Bb*) Mitchell: pp. 50-65 (Bb) Desmond: Prologue; Ch. 1-2
2/6	Nonprofit theory	Worth: Ch. 3 (Bb) Crutchfield & Grant: Introduction; Ch. 1 Desmond: Ch. 3-5 Bring Dr. Owen's Ways of Knowing assignment to class
2/13	Legal and regulatory environments	Hopkins & Gross: Ch. 2 (Bb) Crutchfield & Grant: Ch. 3 Desmond: Ch. 6-8
2/20	Understanding community need	Kettner, Moroney, & Martin: Ch. 4 (Bb) Desmond: Ch. 9-11
2/27	Program planning; Mission, vision, and values	W.K. Kellogg Foundation: Ch. 1 (Bb) Crutchfield & Grant: Ch. 4 Desmond: Ch. 12-14 Needs Assessment due 2/28 by 11:59 pm

Date	Topics	Readings and Assignments Due
3/5	Humanizing the organization – Management and Leadership	Watson & Abzug: Ch. 22 (Bb) Crutchfield & Grant: Ch. 7 Desmond: Ch. 15-17 Program Design due 3/6 by 11:59 pm
3/12	Spring Break – No class!	Desmond: Ch. 18-21
3/19	Professor Frye away at conference – No class!	Desmond: Ch. 22-24; Epilogue Midterm Exam opens 3/19 and is due 3/23 by 11:59 pm
3/26	Nonprofit Advocacy	Jenkins: Ch. 13 (Bb) Crutchfield & Grant: Ch. 2 & 6 Governance Structure and Staffing Plan due 3/27 by 11:59 pm
4/2	Guest Speaker(s)	Crutchfield & Grant: Ch. 8 W.K. Kellogg Foundation: Ch. 4 (Bb) Russ-Eft & Preskill: Ch. 1 (Bb) – Read all three for Dr. Owen’s class on 3/31
4/9	Branding, marketing, and communications	Network for Good: pp. 1-19 (Bb) Crutchfield & Grant: Ch. 5
4/16	Nonprofit Career Week – GMU Career Services to speak in class	Branding, Marketing, and Communications Plan due 4/17 by 11:59 pm
4/23	Philanthropy and charitable giving; Fundraising	Worth: Ch. 13 (Bb) Vesterlund: Ch. 24 (Bb) Program Evaluation and Process Improvement Plan due 4/24 by 11:59 pm
4/30	Field Trip – Details TBA	Resource Plan and Budget due 5/1 by 11:59 pm
5/7	Nonprofit Business Plan Presentations in class	Nonprofit Business Plan due 5/8 by 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.			

Notes: