

**PA 660-01 (course #26843) - The Nonprofit Sector: History and Ethics
Winter 2011 (Tuesdays)**

Professor: Salvatore Alaimo

Email: alaimos@gvsu.edu

Phone: (616) 331-6582

250C DeVos Center

Office hours: Wednesdays, 3:00-5:00p.m. or by appointment

E-mail: **Must be through Blackboard** and please mention **PA-660** in the subject line of your e-mails.

Class hours: 6:00 - 8:50 p.m.

Location: DEV 205E

COURSE DESCRIPTION

Nonprofit organizations are often credited with their capacity to build networks of interpersonal trust and reciprocity; are perceived as relatively autonomous from political parties; and considered less bureaucratic and more innovative, cost-effective and flexible. These perceptions are within the context of these organizations fulfilling an insufficiently or unmet need in society. Some scholars, theorists and policymakers believe that because nonprofit organizations fill this role, the existence of our democratic society depends on a healthy nonprofit sector. However, in spite of these well supported perspectives, the nonprofit sector has also generated skepticism related to accountability, efficiency, effectiveness and overall performance due to several factors including but not limited to scandals, a largely self-regulated environment and a lack of overall capacity to measure efficiency and effectiveness coupled with a sometimes misguided incentive system driven by institutional funders. It is this environment that drives the main purpose for this course which is to provide you with an understanding of the historical and theoretical underpinnings of the nonprofit sector alongside a grasp of the managerial issues currently faced by nonprofit organizations.

To achieve the objectives for this purpose, we will begin by examining the concept of "civil society" in its various incarnations, with special emphasis on the contributions of major writers of the Western philosophical tradition. We will analyze theoretical approaches that speak to the origins, behavior and impact of nonprofits. This course serves to bridge discussion of theoretical underpinnings of the sector with the dilemmas of managing nonprofits through the use of case studies.

Learning Outcomes

Upon successful completion of this course, students will be proficient in:

- Understanding the history of the sector, the role of philanthropy and how both have evolved over time
- Describing and distinguishing between the diverse roles and typologies of nonprofit organizations
- Examining the complex interactions of nonprofits with local communities, donors, government and other nonprofits
- Understanding the major challenges nonprofit organizations face including ethical dilemmas
- Developing critical analysis skills, primarily through intensive reading and writing

Readings

There are three required texts for this course:

Anheier, Helmut K. 2003. *Nonprofit Organizations: Theory, Management, Policy*. London and New York: Routledge.

Salamon, Lester M. (Ed.).2002. *The State of Nonprofit America*. Washington, DC: Brookings Institution Press.

Clotfelter, Charles T. & Erlich, Thomas. (Eds.). 2001. *Philanthropy and the Nonprofit Sector in a Changing America*. Bloomington, IN: Indiana University Press.

- A. There are additional, required readings for the course available in Electronic Course Reserves (marked Course Reserves), E-books, or journal articles marked LIBRARY. I reserve the right to make changes in your reading assignments during the semester. Such changes will largely be prompted by any new developments in the sector and the needs of the class.

GRADING

Grades will be assigned on the basis of the weights below:

NO EXTRA CREDIT

| | |
|---------------------|-----|
| Research Paper | 25% |
| Midterm Exam | 25% |
| Class Participation | 15% |
| Critical Essay | 10% |
| Class Facilitation | 10% |
| Literature Review | 10% |
| Quiz | 5% |

| | |
|----|----------|
| A | 93 – 100 |
| A- | 90 – 92 |
| B+ | 87 – 89 |
| B | 83 – 86 |
| B- | 80 – 82 |
| C+ | 77 – 79 |
| C | 73 – 76 |
| C- | 70 – 72 |
| D+ | 65 – 69 |
| D | 60 – 64 |
| F | <60 |

These grades reflect an evaluation of the accuracy, depth, and quality of expression within your work. Although a grade is not a precise measure, each carries a meaning: An "A" is reserved for the very best student work. It means that the student has exceeded expectations for the assignment in all aspects-accuracy and depth of response as well as quality of expression.

- An "A-" means the student exceeded expectations in most aspects but not all.

- A "B+" or "B" indicates that, while accurate and adequate in depth and quality of expression, the assignment could still be significantly improved.
- Grades of "B-," "C+," or "C" indicate that the student has met expectations for undergraduate work in the course, but that the work is generally undistinguished in its accuracy, depth, *and/or* quality of expression.
- Grades of "C-," "D," or "F" indicate that the student's work is below expectations for the course and serious deficiencies exist.

COURSE REQUIREMENTS

I expect you to come to class fully prepared to discuss the assigned readings. The School of Public, Nonprofit and Health Administration and Grand Valley State University values the role of participation and active engagement by students in the learning process. Moreover, we believe a prerequisite for learning is that students should attend class regularly, participate fully when called upon, and have command of the assigned readings at the scheduled time. Class participation, attendance and conscientiousness will be based on (a) familiarity with readings; (b) oral participation in class (based on your ability to express yourself clearly, to hear and understand what others say, to synthesize the thoughts of others to form new insights or questions, and to disagree constructively); (c) contributions to discussion board (if applicable); (d) cooperation in building a stimulating and supportive intellectual atmosphere in class; and, (e) attendance.

I reserve the right to make changes in your reading assignments during the semester. Such changes will largely be prompted by any new developments in the sector.

In addition to the readings assigned each week, you will be responsible for the following requirements for this course:

Research paper (25 points)

Students must write a 20-page, double-spaced term paper (not counting bibliography or title page) with one (1) inch margins on a topic that impacts the nonprofit sector or a topic that has historical implications on the sector. This assignment requires you speak to representatives of nonprofit organizations who are in some way impacted by your topic. **None** of the organizations however can be one in which you are employed.

The choices for your topic are flexible and you are encouraged to discuss it with the instructor in advance. The topic of your paper is due **January 25 which I must approve before you proceed**. Some examples of potential topics for illustration purposes include:

1. An overview of a specific NPO sector (e.g., health care, immigration, education, housing, arts and culture, etc.), accompanied with an analysis of the challenges faced by NPOs in that sector.
2. An analysis of NPO relationships with other organizational actors (e.g., the state, businesses, funders, members, etc.).

3. An analysis of the accountability issues faced in a chosen policy arena and a review the solutions being implemented. You may, for instance, undertake a critical review of the Sarbanes-Oxley legislation or the impact of third-party certification standards.

Regardless of the topic, your research and analysis should extend well beyond our readings in class (see guidelines in Literature Review for resources), and should include some primary research (e.g., interviews with NPO members, surveys, or analysis of statistical data).

Details regarding the format of the assignment will be uploaded on the class Blackboard site.

PAPERS ARE DUE IN CLASS APRIL 26. LATE PAPERS WILL NOT BE ACCEPTED.

Midterm Exam (25 points)

The midterm exam will be taken at a computer lab on **March 1** and will cover course content from 1/11- 2/22. The format will be essay questions. Successful answers require a grasp of concepts covered in class as well as thoughtful application of concepts to management issues and scenarios. You have the entire class period to take the exam, however you should finish beforehand.

Class Participation and Discussion (15 points)

I expect you to come to class fully prepared to discuss the assigned readings so we all can learn the most and contribute to the learning experience of their fellow classmates. The extent to which a student serves as a resource and the quality of the student's contribution to class discussions (including case discussions) will determine the student's participation grade. I do ask students about the reading assignments, so you will avoid embarrassing yourself by keeping up on the reading. Attendance will be taken at each class session. Attendance in class is necessary but not sufficient for a good class participation grade. Class participation, attendance and conscientiousness will be based on your the following: (a) oral participation in class (based on your ability to express yourself clearly, to hear and understand what others say, to synthesize the thoughts of others to form new insights or questions, and to disagree constructively); (b) cooperation in building a stimulating and supportive intellectual atmosphere in class; and, (c) attendance. **More than three (3) absences will result in a failing grade.**

Critical Essay (10 points)

Prepare a critical essay (6 pages - not counting bibliography or title page) that discusses, critiques, and links topics in recent readings. **Due March 29**

Examples of essay topics that draw from our readings include (you are welcome to go beyond these):

- Are NPOs/NGOs good for democracy? What do NPOs/NGOs need to succeed vs. to make greater contributions to democracy?

- What role should nonprofit organizations and philanthropy play in influencing public policy?
- Can charity and social justice go hand-in-hand or are they always in tension?

Class Facilitation (10 points)

Two of you will lead a class session once during the semester. Each week, a different pair of students will facilitate the discussion. Student facilitation **will not** extend beyond 45 minutes. In order to prepare for this task, you will need to prepare summary notes and questions for the week's readings, and possibly do additional reading on your own. We will, as a class, determine a facilitation schedule during the first day of class. Please contact me at least a week in advance of your scheduled facilitation day and we can discuss how best you might lead the class. You will be evaluated based on the quality of the synthesis, organization of the presentation, its clarity, creativity and relevance of the group exercise. Each of these items carry two points each and thus adding up to a total of ten points. The schedule for facilitations will be decided on 1/11.

Literature Review (10 points)

You will conduct and prepare a thorough, extensive literature review of 10 pages, (not counting bibliography or title page) with one (1) inch margins, for your research paper topic (**Due February 22**). Your literature review should enable you to clearly articulate a research question for your topic. For example, some potential issues may include: impact of economic downturns on the nonprofit sector; religious organizations and the receipt of government dollars or any other aspect that you might choose to review. Draw on the resources enclosed at the end of the syllabus as well as others that you will come across in readings for this course. Your grade will be determined in part on the breadth and depth of the resources you use to set up your research topic. **At least 75%** of your resources for your research paper must be those other than our readings. You are strongly encouraged to visit the Steelcase Library in DeVos Center and take advantage of the wealth of resources there and librarian assistance if needed. The library's resources will undoubtedly enhance the quality of your literature review and research paper. **Hazel McClure** is the library liaison for the School of Public, Nonprofit and Health Administration, and she is available to help you with specific aspects of your work. She can be reached at mcclureh@gvsu.edu or **(616) 331-7306**.

Quiz (5 points)

The quiz will be unannounced and the format will be a mix of short answers and essays. Successful answers require a grasp of concepts covered in class as well as thoughtful application of concepts to management issues and scenarios. You will have half of the class period to take the quiz, however you should finish beforehand.

COURSE SCHEDULE

NOTE: This syllabus serves as a "guide" and may change due to needs of the class and developments in the sector. Guest speakers will be announced in advance.

WEEK 1

January 11

- Review of the syllabus
- Class introductions / discussion
- Class exercise – nonprofit sector
- Robins, Kevin C. 2006. "The Nonprofit Sector in Historical Perspective: Traditions of Philanthropy in the West," Chapter 1 (pp. 13-31) in Powell, Walter W. and Steinberg, R. (Eds.). *The Nonprofit Sector: A Research Handbook*. New Haven, CT: Yale University Press.
E-Book - Library

January 14

100% TUITION REFUND DEADLINE

WEEK 2

January 18

- Dobkin Hall, Peter. 2006. "A Historical Overview of Philanthropy, Voluntary Associations, and nonprofit Organizations in the United States, 1600-2000" Chapter 2 (pp. 32-65) in Powell, Walter W. and Steinberg, R. (Eds.). *The Nonprofit Sector: A Research Handbook*. New Haven, CT: Yale University Press.
E-Book - Library
- Facione, Peter A., Donald Scherer and Thomas Attig. 1991. "The Starting Point." Chapter 1 (pp. 1-10) in *Ethics and Society*. Englewood Cliffs, NJ: Prentice Hall. COURSE RESERVES
- Fitzpatrick, Tony. 2008. "Applications." Chapter 5 (pp. 85-95) in *Applied Ethics and Social Problems*. Bristol, Great Britain: The Policy Press. E-Book
<http://www.gvsu.ebib.com.ezproxy.gvsu.edu/patron/FullRecord.aspx?p=419323>
- Strom-Gottfried, Kim. 2007. "Ethical Decision Making." Chapter 2 (pp. 23-59) in *Straight Talk About Professional Ethics*. Chicago: Lyceum Books. COURSE RESERVES
- Class exercise focusing on ethical dilemmas

WEEK 3

January 25

RESEARCH PAPER TOPIC DUE

- Anheier, Helmut K. 2005. "Concepts," Chapter 3 (pp. 37-62). *Nonprofit Organizations: theory, management and policy*. London and New York: Routledge.
- Salamon, Lester M. 2002. "The Resilient Sector: The State of Nonprofit America," Chapter 1 (pp. 3-61) in Salamon, L. M. (Ed.).

(2002). The State of Nonprofit America. Washington, DC: Brookings Institution Press.

- Boris, Elizabeth T. 2004. "The Nonprofit Sector in the 1990s," Chapter 1 (pp. 1-33). In Charles T. Clotfelter and T. Ehrlich (Eds.). Philanthropy and the Nonprofit Sector in a Changing America. Bloomington and Indianapolis: Indiana University Press.

WEEK 4

February 1

- Foley, Michael.W. and V.A. Hodgkinson "Introduction," (pp. iv-xxiv) in Foley, Michael.W. and V.A. Hodgkinson.(Eds.). The Civil Society Reader. Tufts University: University Press of New England. COURSE RESERVES
- Wondring, Henk E.S. 1998. "State and Civil Society in the Political philosophy of Alexis de Tocqueville," Voluntas Vol.9. No.4, pp. 363-373. COURSE RESERVES
- Cultures of Caring
 - Choose synopsis of the essay you will read from p. 12-21 in Introduction
http://www.cof.org/files/Documents/Publications/Cultures_of_Caring/introduction.pdf
 - choose one of the following to read –
 - NATIVE-AMERICAN PHILANTHROPY: EXPANDING SOCIAL PARTICIPATION AND SELF-DETERMINATION (pp. 35-51)
http://www.cof.org/files/documents/publications/cultures_of_caring/nativeamerican.pdf
 - REFLECTIONS ON ENDOWMENT BUILDING IN THE AFRICANAMERICAN COMMUNITY (pp. 111-127)
http://www.cof.org/files/documents/publications/cultures_of_caring/africanamerican.pdf
 - LATINO PHILANTHROPY: EXPANDING U.S. MODELS OF GIVING AND CIVIC PARTICIPATION (pp. 151-169)
http://www.cof.org/files/Documents/Publications/Cultures_of_Caring/latino.pdf
 - ASIAN-AMERICAN PHILANTHROPY: EXPANDING CIRCLES OF PARTICIPATION (pp. 197-214)
http://www.cof.org/files/Documents/Publications/Cultures_of_Caring/asianamerican.pdf
- Hyden, Goran. 1991. "Building Civil Society at the Turn of the Millennium," Chapter 1 (pp. 17-46) in John Burbidge (Ed.). Beyond Prince and Merchant: Citizen COURSE RESERVES

February 4

75% TUITION REFUND DEADLINE

WEEK 5

February 8

- Anheier, Helmut K. 2003. "Foundations," Chapter 14 (pp. 301-327) in *Nonprofit Organizations: Theory, management, policy*. London and New York: Routledge.
- Smith, James A. 1999. "The Evolving American Foundation," Chapter 2 (pp. 34-51) in Charles T. Clotfelter and Thomas Ehrlich. (Eds.). *Philanthropy and the Nonprofit Sector in a Changing America*. Bloomington and Indianapolis: Indiana University Press.
- Hall, Peter Dobkin. (2005). "A Solution is a Product in Search of a Problem: A History of Foundations and Evaluation Research," Available online at:
<http://ksghome.harvard.edu/~phall/EVALUATION%20ESSAY.pdf>
- Billiteri, Thomas J. (2007). *Linking Payout and Mission: A National Dialogue with Foundation Leaders*. The Aspen Institute. Available online at:
<http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/Linking%20Payout%20and%20Mission.pdf>

WEEK 6

February 15

- Anheier, Helmut K. 2003. "Nonprofit Organizations: Theory, Management, policy," Chapter 6 and Chapter 7 (pp.113-169). London and New York: Routledge.
- DiMaggio, Paul J. and Helmut K. Anheier. 1990. "The Sociology of Nonprofit Organizations and Sectors." *Annual Review of Sociology*. Vol.16, pp. 137-159. COURSE RESERVES
- Estes, Carroll L. and Robert R. Alford. 1990. "Systemic Crisis and the Nonprofit Sector: Toward a Political Economy of the Nonprofit Health and Social Services Sector." *Theory and Society*. Vol. 19, No. 2, pp. 173-198 COURSE RESERVES

WEEK 7

February 22

LITERATURE REVIEW DUE

- Young, D.R. 1999. "Complementary, Supplementary, or Adversarial? A Theoretical and Historical Examination of Nonprofit-Government Relations in the United States," Chapter 1 (pp. 31-67) in *Nonprofits and Government: Collaboration and Conflict*. Washington, D.C.: The Urban Institute Press. COURSE RESERVES
- Grønberg, Kristen A. and Lester M. Salamon. 2002. "Devolution, Marketization, and the Changing Shape of Government-Nonprofit Relations," Chapter 14 (pp. 447-470) in Salamon, K.M. (Ed.). 2002. *The State of Nonprofit America*. Washington, D.C.: Brookings Institution Press.
- Reid, Elizabeth J. 1999. "Nonprofit Advocacy and Political Participation," Chapter 9 (pp. 291-325) in Elizabeth T. Boris and C. Eugene Steuerle (Eds.). *Nonprofits and Government: Collaboration*

and Conflict. Washington, D.C.: The Urban Institute Press. COURSE RESERVES

Please read the following case study:

Renz, David O. "The Case of Kansas City," Chapter 15 (pp. 315-346) in Charles T. Clotfelter and Thomas Ehrlich. (Eds.) *Philanthropy and the Nonprofit Sector in a Changing America*. Bloomington and Indianapolis: Indiana University Press.

WEEK 8

March 1

MIDTERM EXAM

WEEK 9

March 8

NO CLASS – SPRING BREAK

March 11

DROP DEADLINE – GRADE W

WEEK 10

March 15

- Wolpert, Julian. 1999. "Communities, Networks, and the Future of Philanthropy," Chapter 11 (pp. 231-274) in Charles T. Clotfelter and Thomas Ehrlich. (Eds.) *Philanthropy and the Nonprofit Sector in a Changing America*. Bloomington and Indianapolis: Indiana University Press.
- Carson, Emmett D. 1999. "The Roles of Indigenous and Institutional Philanthropy in Advancing Social Justice." Chapter 12 (pp. 248-274) in Charles T. Clotfelter and Thomas Ehrlich. (Eds.) *Philanthropy and the Nonprofit Sector in a Changing America*. Bloomington and Indianapolis: Indiana University Press.
- Berry, Jeffrey M. 2005. "Nonprofits and Civic Engagement," *Public Administration Review*. Vol. 65, No. 5, pp. 568-578. LIBRARY

WEEK 11

March 22

- Silver, Ira. 2004. "Negotiating the Antipoverty Agenda: Foundations, Community Organizations, and Comprehensive Community Initiatives," *Nonprofit and Voluntary Sector Quarterly*. Vol. 33, no. 4, pp. 606-627. LIBRARY
- Bigelow, Barbara and Melissa M. Stone. 1995. "Why Don't They Do What We Want? An Exploration of Organizational Responses to Institutional Pressures in Community Health Centers." *Public Administration Review*, Vol. 55, No.2, pp.183-192. LIBRARY
- Perera, J. 1995. "In Unequal Dialogue with Donors: The Experience of the Sarvodaya Shramadana Movement," *Journal of International Development*. Vol. 7, No. 6, pp. 869-78. LIBRARY

WEEK 12

March 29

CRITICAL ESSAY DUE

- Brody, Evelyn. 2002. "Accountability and Public Trust," Chapter 15 (pp. 471-498) in Salamon, L. M. (Ed.). The State of Nonprofit America. Washington, DC: Brookings Institution Press.
- Ebrahim, Alnoor. 2003. "Making Sense of Accountability: Conceptual Perspectives for Northern and Southern Nonprofits." Nonprofit Management and Leadership. Vol. 14, No.2, pp. 191-212. LIBRARY
- Naidoo, Kumi. 2004. "The End of Blind Faith? Civil Society and the Challenge of Accountability, Legitimacy and Transparency." Accountability Forum. Vol. 2, pp. 14-25. COURSE RESERVES

Please read the following case study:

- Frumkin, Peter and Ande-Clark, Alice. 2000. "When Missions, Markets, and Politics Collide: Values and Strategy in the Nonprofit Human Service." Nonprofit and Voluntary Sector Quarterly. Vol. 29, pp. 141-163. LIBRARY

WEEK 13

April 5

- Ebrahim, Alnoor. 2005. "Accountability Myopia: Losing Sight of Organizational Learning." Nonprofit and Voluntary Sector Quarterly. Vol. 34, No.1, pp. 56-87. LIBRARY
- Panel on the Nonprofit Sector. 2005. Strengthening Transparency, Governance, Accountability of Charitable Organizations: A Final Report to Congress and the Nonprofit Sector. June. Washington, DC: Independent Sector. Available online at:
http://www.nonprofitpanel.org/Report/supplement/Panel_Supplement_Final.pdf (pages 3-29)
- Guidestar.org. (2004). How Ethical Is Your Nonprofit Organization? <http://www2.guidestar.org/rxa/news/articles/2004/how-ethical-is-your-nonprofit-organization.aspx?articleId=827>
- Eisenberg, Pablo. 2005. "Looking Ahead: What is the Future of the Nonprofit World," Challenges for Nonprofits: The Courage to Change. Medford, MA: Tufts University Press, pp. 228-39. COURSE RESERVES

Read the following Codes of Ethics or Standards of Conduct and come to class prepared to –

- a. compare and contrast them
 - b. determine which one most accurately represents what you feel should be ethical standards for a nonprofit organization
- Better Business Bureau's Wise Giving Alliance available at <http://www.bbb.org/us/Charity-Standards/>
 - InterAction's Standards for Private Voluntary Organizations (see Course Documents in Blackboard)
 - United Way's Code of Conduct (see Course Documents in Blackboard)
 - Maryland Nonprofits: The Standards of Excellence available at http://www.marylandnonprofits.org/html/standards/04_02.asp

WEEK 14

April 12

- Young, Dennis. R. and Lester M. Salamon. "Commercialization, Social Ventures, and For-Profit Competition," Chapter 13, (pp. 423-446) in Salamon, L. M. (Ed.). The State of Nonprofit America. Washington, DC: Brookings Institution Press.
- Eikenberry, A. M., & Kluver, J. D. (2004). The marketization of the nonprofit sector: Civil society at risk? Public Administration Review, Vol. 64, pp.132-140. LIBRARY

Please read the following case study:

- Young, Dennis R. 1998. "Commericalism in nonprofit social service associations: Its character, significance, and rationale," Chapter 10 (pp. 195-216) in Weisbord, Burton A. (Ed.). To Profit or Not to Profit: The Commercial Transformation of the Nonprofit Sector. Cambridge, UK: Cambridge University Press. COURSE RESERVES

WEEK 15

April 19

- Payton, Robert L. 1999. "A Tradition in Jeopardy," Chapter 23 (pp. 481-498) in E. T. Boris and C. E. Steuerle (Eds.). Nonprofits and Government: Collaboration and Conflict, Washington, D.C.: Urban Institute Press. COURSE RESERVES
- Cloetfelter, Charles T. and Thomas Ehrlich. 1999 The World We Must Build," Chapter 24 (pp. 499-516) in E. T. Boris and C. E. Steuerle (Eds.). Nonprofits and Government: Collaboration and Conflict. Washington, D.C.: Urban Institute Press.

WEEK 16

April 26

TERM PAPERS DUE

- Documentary on donor intent – Class exercise
- Class reflection on course - (Last day of Class)

POLICIES

Electronic Devices

Laptops used **exclusively for taking class notes** are the only permitted electronic devices in class. The use of other electronic devices (cell phones, I-Pods, Blackberries, etc.) **is not permitted in class**. We meet once a week for two hours and fifty minutes. We must make the most of that time, stay focused, not distract others, and respect the commitment made by whoever has paid for your tuition. If it is discovered that any laptop is being used for purposes other than taking class notes, all use of laptops will be suspended for the rest of the semester.

Communication via Blackboard

Aside from individual student appointments and conversations in class, our main mode of communication will be through blackboard and email. We will use blackboard to access the syllabus, course materials, and communicate each other. Your success in this class will, in part, depend on your ability to navigate the features of Blackboard. You can go to <http://main.gvsu.edu/it/index.cfm?id=9452B406-EA90-7A52-5C256BC59CB5BD91> for online tutorials that will help you learn how to use blackboard. If you ever need help you may contact the Computing and Technology Support Help Desk at 616-331-2101 or helpdesk@gvsu.edu.

Late Policy

If you miss class you will miss much of the learning. Therefore, if you attend and participate meaningfully in all classes you will earn the full 15 points for participating and learning. One (1) point will be deducted for each class you miss unless you have a documented medical or other emergency. More than three (3) absences will result in a failing grade. Late assignments will not be accepted without prior arrangement with me, and if approved with prior arrangement, will be downgraded up to one full letter grade per day (24-hour period). If you cannot attend class on a due date, it is your responsibility to turn in the assignment in advance.

Makeup exams will be only be provided if:

1. Students have made approved arrangements prior to the exam date. - Or
2. Students incur an emergency the date of the exam and documentation of that emergency is provided to and approved by the instructor.

Makeup exams will be different from the regularly scheduled exams and will have an oral exam component. Students failing to show up for a makeup exam as scheduled will receive a zero (0) for that exam.

Writing Center

Part of your grades on written assignments will be allocated to writing clarity and grammatical accuracy. You have permission (and encouragement) to take your assignments or any other writings to the Writing Center for assistance before turning them in for credit. The walk-in hours and locations for the Writing Center can be accessed at: <http://www.gvsu.edu/wc/index.cfm?id=4EC19596-CF7E-7D96-B24C930FE546EFAE>

Format of Submissions

Here are a few requirements and guidelines for your written assignments:

- a) Be sure to give a clear title/heading to your assignment and mention the name of your group against the title. So, it will look like this: *Assignment #1: Mission Statement of Nonprofit X.*
- b) Begin your assignment stating the objective of your paper and also state, briefly, how you shall achieve this objective (the methods used which could be group discussion, internet search, library research and so on). What this section does is that it serves as an introduction and informs the reader (i.e., me) what

to expect, in what order, and how you arrived at your conclusions. This is what is typically referred to as a "roadmap."

- c) Have page numbers as a footer.
- d) Give full citations at the end of your assignments. All citations in the text of your paper must state the last name of the author, the year of publication and the page number. Use APA referencing style or provide a sample if you are following the guidelines of journals in your research area. Be thorough, precise and consistent with your citations. In the event that you cite a website, mention the name of the organization and the year in which this was published and then cite the web link at the very end in your reference section. So, if it is something that you downloaded from the site of the American Red Cross and the end of the webpage states 2006, you must cite it this way: (American Red Cross, 2006) and then go to the end of your document and mention the full citation: [American red Cross. \(2006\). Web-link: http://www.redcross.org](http://www.redcross.org) accessed on September 14, 2009.
- e) Divide your papers into clear sections. Section headings are called sub-headings. This allows the reader to navigate through your paper knowing how you are thinking and, in essence, gives order and clarity to your paper, especially if you are addressing two or three different aspects in one paper. Make sure that your paper flows well; that there are no abrupt changes in direction. Should you change direction, warn the reader before you move on to a new section using a sentence or two and then add a section heading.
- f) Maintain 12-size font and double spacing in your submissions. All written assignments should be typed and double spaced with 1 inch margins. Please use 12-size font in all your written submissions.
- g) You will submit an electronic copy of each written assignment using TurnItIn on Blackboard before its deadline AND will turn in a hard copy on the day of class when the assignment is due.

Students with Disabilities and Special Needs

If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me or the Disability Support Services (DSS) at 331-2490. You may choose to email me or call me to discuss your needs. Please try and do so within the first two weeks of class.

Academic Honesty (GVSU Catalog)

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. More specifically –

- No student shall knowingly procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- No student shall complete, in part or in total, any examination or assignment for another person.
- No student shall allow any examination or assignment to be completed, in part or total, by another person.

- No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without specific authorization from the instructor of the class to which the student wishes to submit it.
- No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own. **Offering the work of someone else as one's own is plagiarism.** Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from the Internet, books, periodicals, speeches, or from the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. In short, any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

I take the GVSU's honor code seriously and will strictly enforce it in this class. In turn, you may expect that I shall treat you with the dignity and respect that such a system implies. If you are unfamiliar with the Honor Code, please consult the GVSU Graduate Bulletin and the (GVSU Student Code of Conduct) for further information. Giving or receiving unauthorized assistance on assignments, plagiarism, and falsification are all violations of the honor code.

Consultation

I encourage students to consult me at any point during the course. You are encouraged to meet me during my office hours (see above), call me or email me. I respond to my e-mail typically within 24 hours and sometimes sooner. When you email me, please be sure to include the course number (PA-660) in the subject of the email or else, the likelihood of me responding quickly is less.

SOME POTENTIALLY USEFUL RESOURCES FOR THE COURSE

You are not limited to these resources and please feel free to suggest other resources that you may discover. You may bring these to the attention of the class.

Journals

Many different kinds of journals carry articles related to NPOs and evaluation. A few of these journals are listed below. You may also wish to check sector-specific journals (e.g., on health or housing) or country-specific journals.

Nonprofit Sector journals

Foundation Review

International Journal of Nonprofit and Voluntary Sector Marketing

International Journal of Volunteer Administration

Nonprofit and Voluntary Sector Quarterly

Nonprofit Management and Leadership

Voluntas: International Journal of Voluntary and Nonprofit Organizations

Organizational Sociology and Management journals

Academy of Management Journal

Academy of Management Review

American Sociological Review

Administrative Science Quarterly

American Journal of Sociology

Periodicals

Nonprofit Quarterly

NonProfit Times

Philanthropy News Digest - <http://foundationcenter.org/pnd>

Chronicle of Philanthropy

Websites

BoardSource – <http://www.boardsource.org/>

Council on Foundations – <http://www.cof.org/>

Emerging Practitioners in Philanthropy – <http://www.epip.org>

Foundation Center – <http://foundationcenter.org/>

Guidestar — a database of over 800,000 U.S. nonprofits www.guidestar.org

Idealist — <http://www.idealists.org> (listings of organizations)

Independent Sector — <http://www.independentsector.org/>

National Center for Charitable Statistics — <http://nccs.urban.org>

National Committee for responsive Philanthropy – <http://www.ncrp.org/>

Nonprofit Risk Management Center – <http://www.nonprofitrisk.org/>

Research

Dorothy A. Johnson Center for Philanthropy and Nonprofit Leadership -

<http://www.npgoodpractice.org/>

Association for Research on Nonprofit Organizations and Voluntary Action –

<http://www.arnova.org>

Urban Institute – <http://www.urban.org/center/cnp/Projects/outcomeindicators.cfm>

Center on Philanthropy at Indiana University –

<http://www.philanthropy.iupui.edu/Research/>