

**PADMIN 6550-01
THEORIES OF THE NONPROFIT & PHILANTHROPIC SECTOR
Spring 2015**

“The science of association is the mother of science; the progress of all the rest depends upon the progress it has made.” – Alexis de Tocqueville

Days/Time:	Thursdays 6:00 – 9:00	Office:	OSH 326
Location:	OSH 231	Email:	p.bromley@utah.edu
Instructor:	Patricia Bromley	Office Hours:	By appointment

Course Description

PADMIN 6550 provides an overview of the nonprofit and philanthropic sector, including its historical development and current scope, as well as an introduction to some of the key debates in the field. We will cover economic, political, and social theories of the sector to develop an understanding of why nonprofit organizations exist and the roles they can play in society. We will also examine the relationships between nonprofits, foundations/funders, and for-profits and discuss some of the key challenges facing nonprofit organizations today. Throughout the class you will learn about the seminal publications, policies, individuals, organizations, and court cases that played a role in creating the sector as it is today. A service-learning experience that helps bridge practice and classroom learning is a required component of this course.

Course Objectives

- Learn about the scope and scale of the nonprofit sector in the US and abroad
- Evaluate the legal, political, and economic rationales for the nonprofit sector
- Learn about key trends and challenges for nonprofits, especially in the US and Utah
- Understand key ethical issues for nonprofits and distinct elements of the nonprofit sector versus government and business

Assignments

Grades will be assigned on the following basis:

2 Short Essays @ 15% each	30%
Final Exam OR Final Paper (4/30)	30%
Team Service Learning Project (4/23)	20%
Attendance & Participation	15%
Team Discussion	5%

Late assignments will lose one letter grade per day unless alternate arrangements are made *prior* to the deadline. The grading scale for the course will be:

A = Outstanding	B+ = Above Average	C+ = Poor
A- = Very Good	B = Meets Average Standard	C = Marginal
	B- = Below Average	C- = Unsatisfactory

Two short essays (15% each) These short essays (two pages) will let us both know whether you understand the concepts/theories in the readings. They are take-home assignments where you should critically reflect on an aspect of the readings of your choice. Outstanding essays will (1) draw on the course materials from that day, (2) demonstrate an accurate understanding of the relevant material, and (3) extend that information with analysis or argument of a central thesis or question (i.e. these are the three criteria I use for grading!). The goal is not to test your ability to paraphrase the readings, but to give you a chance to deepen your thinking about areas of class that interest you the most. Because these are so short I expect the writing and structure to be flawless. Addressing questions like those raised in the “for discussion” sections of the syllabus are examples of topics you could consider (or feel free to use those if you are stuck).

To give you the most flexibility, you may turn in essays during any session you choose EXCEPT the week you are presenting readings and the last week of class. In addition, you may turn in up to three papers and I will only count your two highest grades. You may only turn in one per week. You need to engage with all readings for a session that are relevant to your question/thesis (i.e. you do not have to draw on all readings for a week, but do not omit ones that are relevant to your topic; you may include additional references). Essays are due in hard copy at the start of class, must cover at least some of the material we will be discussing that day, and should be no longer than two pages double spaced, excluding references.

Team Service Learning Project (20%) The goal of this project is to learn more about some of the key challenges facing local nonprofits. In groups of 3-4 you will connect with a community organization (if no one in your group has a connection to a nonprofit, I can help you find one). Your task is to complete a mini consulting project where you investigate a significant challenge they are facing and produce a short (no more than five pages) report and present your findings to the class (10 minutes) – due 4/23. The content should, first, outline the challenge and, second, draw on existing research and your knowledge of the nonprofit’s specific context (e.g. resource or time constraints), to develop and evaluate several feasible solutions. With your final project please turn in a brief description of your individual contribution. I may assign different grades to members of the same group depending on variation in the quality and/or distribution of work.

For this work to be as mutually beneficial as possible for both you and local nonprofits, the requirements of this project are more flexible than typical academic assignments. If you see a way to tailor the assignment to be more beneficial to your nonprofit, while still providing a venue for your learning, please come and discuss with me. Some past examples: students have worked with groups that required weekly volunteering by the same person so a team approach was not feasible and they completed an independent project, others have adjusted the length and/or format and key focus of the report.

Final Exam (30%) The final is a take-home exam to be completed entirely independently. You may not discuss it with each other after it is handed out at the last class. One part will be a short essay similar to those you have been writing. About a month into class I will post a list of potential questions that require you to synthesize and analyze a broad range of class material and I will pick one of these for the final. You are expected to respond to the question in no more

than 3 double spaced pages. There will also be a few short answer and/or multiple choice questions. Due via email by 6pm on 4/30.

- **OR Final Paper** (30%) This option is intended for those who intend to write their Major Research Paper on the nonprofit sector and doctoral students. It should be 10-12 pages double-spaced excluding references on a topic that I approve. To write a paper instead of the exam you must submit a brief (no more than one page) proposal of your idea to me by 3/5. If I do not receive the outline from you by the deadline you must take the exam. You may submit a complete rough draft to me to review by 4/16. I will not provide feedback on rough drafts after that date and I will not review incomplete drafts. You are welcome to make an appointment with me to discuss your paper at any point. Due via email by 6pm on 4/30.

Attendance & Participation (15%) Large portions of class will be discussion-based, so your participation is crucial to the success of the class and our learning as a group. Class participation means, at minimum, coming to class having completed all the readings, contributing to discussions, and sympathetically listening to the views of your classmates. You are also responsible for monitoring your participation by making sure your voice does not dominate discussion and encouraging classmates to share their perspective.

Team Reading Discussion (5%) Each week a small group will introduce the readings to start that day's discussion. One group is responsible for all the readings in a week, and it is up to you to divide up the workload. For each reading this should include (1) a two sentence summary of the main point of the reading that describes what you think the author is trying to convey, and (2) two provocative reflections, questions or comments (e.g. things you learned or new ways of thinking that emerged, questions raised, points disagreed with authors). Students should distribute one page handouts with the summaries and reflections/questions/comments to accompany their presentation.

Required Materials

- Frumkin, P. 2002 or 2005. *On Being Nonprofit*.
- Ott, J.S. and Lisa A. Dicke, eds. 2012. *The Nature of the Nonprofit Sector, 2nd edition*. Westview Press.

University Policy Statements

STATEMENT ON ACADEMIC HONESTY

Public service is a calling that requires students, as future administrators, to understand the importance of ethical behavior in all facets of their work, including their academic coursework. The University of Utah and the Program in Public Administration expect students to adhere to generally accepted standards of academic conduct. Academic misconduct is defined in the University's student code as follows:

"Academic dishonesty" includes, but is not limited to cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. These are defined in the University's Student Code and is available on the UofU Web. All admitted MPA students should have reviewed a summary of the policy and signed a form attesting to that. If you have not done so, please go to the MPA office to read and sign the form.

In academic and journalistic writing it is required that all sources from which ideas and words are drawn be fully acknowledged and cited. It is also a basic principle that we should not represent someone else's work as our own. Therefore, make sure that you use quotation marks to indicate use of someone else's writing or words in your work, and provide a full citation that identifies the author(s), title, publisher, location of the publisher, year published, and page(s) at which the quotation may be found. If you use WEB sources, make sure to include a full WEB address for the specific work. When in doubt about a proper citation form, consult a style manual, and be sure to use one style consistently throughout any given paper.

A citation should also be given when using someone else's idea(s) or concept(s), even if you are not quoting directly from their work. A common form for such a citation is to put the author and year of his/her published work in parentheses at an appropriate place in the sentence that employs the concept. Then put the full citation of the work in the references. Consult Turabian or some other style manual for specifics on proper styles of citation.

Academic honesty is so important that severe sanctions exist in all universities and colleges for cases of proven dishonesty. Expectations of honesty are especially high for graduate students. Correspondingly, abuses of academic honesty are not tolerated. If you are in doubt as to a proper standard of honesty in a specific situation, please consult your professor.

REASONABLE ACCOMMODATION

UofU ADA Policy

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the instructor, as well as to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Schedule of Assignments

1/15: Introduction: What is a nonprofit organization? Civil society? Philanthropy?

Service Learning: First pass at forming groups, start brainstorming ideas of nonprofits to work with and research topics.

1/22: Contemporary Scope/Scale

- Frumkin, Chapter 1
- Ott & Dicke, Foreword, Introduction to Part I “Introduction to the Nonprofit Sector,” and Chapter 1 (p. xi-xiv, 1-11)

Guest Speaker: Chris Bray, CEO, Utah Nonprofits Association

Service Learning: Finalize groups, continue brainstorming ideas of nonprofits to work with and research topics.

1/29: Legal Design

- Reich, Rob. 2011. “Towards a Political Theory of Philanthropy” pp. 177-195 in Illingworth, Pogge & Wenar, eds. *Giving Well: The Ethics of Philanthropy*
- Ott & Dicke book, Introduction to Part IV: “The Rationale for Tax Exemption” and Chapter 10. Hoyt, Christopher. “Tax-Exempt Organizations.” (p. 117-124)
- Nelson, Fraser, Brady, David & Alana Conner Snibbe. 2007. “Learn to Love Lobbying” *Stanford Social Innovation Review* Spring: 57-63.

For Discussion: Reich argues that as they are currently implemented charitable deductions on taxable income and government subsidies to charities tend to benefit wealthy citizens instead of the general public or the poor. He further contends that government subsidies fail to encourage pluralism because the regressive design of deductions in most countries disproportionately favors the rich and dominant religions/cultures. Why do you agree or disagree? What changes would you make to the system? What is the purpose of restrictions on nonprofit and foundation lobbying? Do you think these are necessary? Effective?

Service Learning: Finalize groups and community partners. Plan to contact them by end of week to set up a topic for your project within two weeks (the sooner the better!).

2/5: Giving & Volunteering

- Bekkers, R., & Wiepking, P. (2010). A literature review of empirical studies of philanthropy: Eight mechanisms that drive charitable giving. *Nonprofit and Voluntary Sector Quarterly*.
- Wilson, J. (2012). Volunteerism research: A review essay. *Nonprofit and Voluntary Sector Quarterly*, 0899764011434558.
- Ott & Dicke, Introduction to Part VIII “Theories of Giving” (pp. 273-280)
- Ott & Dicke, Chapter 23. Wolfe, Alan. “What is Altruism” (pp. 281-290)
- Ott & Dicke, Chapter 25, Coles, Robert. “The Call of Service” (pp. 297-307)

For Discussion: Who is likely to donate money? Time? What surprises you most/least about trends in charitable giving? Should it matter to an organization or to the sector what motivations are for giving/volunteering?

Guest Speaker: (Tentative): Leslie Durham, Volunteer and Community Outreach Coordinator, The Children's Center

Service Learning: Check-in about groups, organizations and research topic. Finalize by next week.

2/12: Global Civil Society

- Peter Singer. 2011. "What Should a Billionaire Give – and What Should You?" pp. 13-25 in Illingworth, Pogge & Wenar, eds. *Giving Well: The Ethics of Philanthropy*.
- Frumkin, Ch. 2, "Transnational Connections" (p. 57-63)
- Edwards, M., & Hulme, D. (1996). Too close for comfort? The impact of official aid on nongovernmental organizations. *World development*, 24(6), 961-973.
- Hand in Hand India
- Leach & Sitaram. 2002. "Microfinance and Women's Empowerment: A Lesson from India." *Development in Practice*. 12, 5: 575-588.

For Discussion: Why do you agree/disagree with Singer's view that it is the duty of citizens of more affluent countries to help the global poor, with giving based on citizens' income levels? Are international NGOs a form of neocolonialism? What countries have the strongest charitable sectors? How do you define "strongest" and why? Why do you think some countries have stronger nonprofit sectors than others in certain dimensions and what are possible consequences for society? Is it a given that all countries should seek to strengthen their nonprofit sector? Why or why not?

Service Learning: As a group assess steps needed to complete project, create timeline with tasks, deadlines and person responsible - distributing work equitably by strengths, weaknesses, and other constraints. Present elements of work plan to class.

2/19: Foundations

- Frumkin, Chapter 4, "Value Driven Donors" (p. 104-114)
- Sealander, Judith. 2003. "Curing Evils at their Source: The Arrival of Scientific Giving" pp. 217-239 in Friedman and McGarvie, eds. *Charity, Philanthropy, and Civility in American History*.
- Letts, Christine. 1997. "Virtuous Capital: What Foundations Can Learn from Venture Capitalists" *Harvard Business Review* 72, 2.
- Sievers, Bruce. "If Pigs Had Wings: The Appeals and Limits of Venture Philanthropy"
- Case Study: Gates Foundation

For Discussion: What is gained and lost through a scientific approach to charity? Should foundations be accountable to the broader public/society? If so, how and on what dimensions?

Guest speaker: Utah Community Foundation, Katherine Fife, Director of Philanthropy

2/26: Civic and Political Rationales: Pluralism, Inclusion, Exclusion

- Frumkin, Chapter 2, pages 29-57
- Frumkin, Chapter 4, pages 96-104
- Putnam, Robert. 1995. "Bowling Alone: America's Declining Social Capital" *Journal of Democracy* 6,1: 65-78
- Ott & Dicke, Chapter 15. Clemens, Elisabeth. "The Constitution of Citizens: Political Theories of Nonprofit Organizations" (p. 166-178)

Skim (shouldn't take more than 5-10 mins per case)

- *Boy Scouts of America et al v. Dale*. 530 U.S. 640 (2000). Read the syllabus, opinion and both dissents. Skim to understand the key issue at stake, the outcome, and the areas of agreement/disagreement. Available at <http://www.law.cornell.edu/supct/html/99-699.ZS.html>
- *Bob Jones University v. United States* 461 U.S. 574 (1983) Read the syllabus, opinion, concurrence, and dissent. Skim to understand the key issue at stake, the outcome, and the areas of agreement/disagreement. Available at: http://www.law.cornell.edu/supct/html/historics/USSC_CR_0461_0574_ZS.html

For Discussion: Are nonprofits and foundations accountable to the public/society/community? Why or why not? If so, how? If not, who are they accountable to and how can that be monitored? What are similarities and differences in forms of nonprofits and government accountability? To what extent should the internal life of private associations be regulated by the state? When does exclusion promote and when does it dampen democracy or pluralism?

Guest Speaker: Bryan K. Hotchkins, Ph.D., Postdoctoral Research Associate, Masters of Public Administration Department

3/5: Religion & the NP Sector

- Frumkin, Chapter 4, "Emerging Tensions", pages 114-124.
- Cnaan, R. A., & Curtis, D. W. (2012). Religious congregations as voluntary associations: An overview. *Nonprofit and Voluntary Sector Quarterly*.
- Cage & Wuthnow. "Religion & the Nonprofit Sector."
- New York Times, "Religious Groups Given 'Exception' to Work Bias Law."
 - <http://www.nytimes.com/2012/01/12/us/supreme-court-recognizes-religious-exception-to-job-discrimination-laws.html?pagewanted=all> –
 - <http://www.nytimes.com/2012/01/12/us/hosanna-tabor-ruling-welcomed-by-religious-groups.html?ref=us>
- Supplementary (not required, perhaps of interest):
 - "Mormons and civic life" at: <http://www.pewforum.org/2012/03/15/mormons-and-civic-life/>
 - Curtis, D. W., Evans, V., & Cnaan, R. A. (2013). Charitable Practices of Latter-day Saints. *Nonprofit and Voluntary Sector Quarterly*.

Discussion: Should religious organizations have a special status relative to other nonprofits? To what extent, or on what dimensions, should religious organizations be regulated by the state? How are religious associations similar/different to other nonprofits in terms of the roles they play in society?

Guest Speaker: Ali Ziesler, First Reader, First Church of Christ, Scientist

Paper proposal due for those writing a paper in lieu of final exam.

3/12: Economic Rationales

- Frumkin, Chapter 3 (you can skim 78-88, we cover in more depth later)
- Ott & Dicke, Intro to Part V. “Economic and Political Theories of the Nonprofit Sector.” (p. 141-153)
- Ott & Dicke, Chapter 12. Young, Dennis. “Government Failure Theory.” (p. 151-153)
- Ott & Dicke, Chapter 13. Young, Dennis. “Contract Failure Theory.” (p. 154-157)
- Salamon, L. M. (1987). Of market failure, voluntary failure, and third-party government: Toward a theory of government-nonprofit relations in the modern welfare state. *Nonprofit and Voluntary Sector Quarterly*, 16(1-2), 29-49.

For discussion: Why is theory important? What is the ‘third party government’ perspective critique of government/contract failure theories? What is Clemens’ critique of Douglas’ government failure theory? Why might all of the theories discussed today be considered ‘economic’ theories? What are critiques of these approaches? What parts of the nonprofit sector are best explained by economic theories and what parts are not well accounted for?

Guest Speaker: Jason Myers, Manager of Internal Communications, Children's Miracle Network Hospitals

Paper Proposal Due for those opting for a final paper in lieu of the final exam.

3/19: Spring Break – No Class

3/26: Blurring Boundaries

- Frumkin Chapter 3 (re-read pages 78-85)
- Ott & Dicke, Introduction to Part IX: “The Blending and Blurring of Sectors.”
- Ott & Dicke, Chapter 29. USGAO. “Nonprofit Sector: Increasing Numbers and Key Role in Delivering Services.”
- Ott & Dicke, Chapter 30. Weisbrod, Burton. “The Future of the Nonprofit Sector: Its Entwinning with Private Enterprise and Government.”
- Ott & Dicke, Chapter 31. Salamon, Lester. “Government-Nonprofit Relations from an International Perspective.” Pp. 367-384.

4/2 Social Enterprise & Entrepreneurship

- Frumkin, Chapter 5
- Bradach, Jeffrey, Thomas Tierney and Nan Stone. 2008. “Delivering on the Promise of Nonprofits.” *Harvard Business Review*. December. 88-97.
- Foster, William and Jeffrey Bradach. 2005. “Should Nonprofits Seek Profits?” *Harvard Business Review*. February. pp. 1-8.
- Eikenberry and Kluver. 2004. “The Marketization of The Nonprofit Sector: Civil Society at Risk?” *Public Administration Review* 64, 2: 132-140.
- Minnesota Public Radio: Social Purpose Capitalism. Stanford GSB Case SI-92.

For Discussion: What is unique to nonprofits vis-à-vis firms? Is it possible to pursue a double-bottom line without making trade-offs? Are there limits to how ‘businesslike’ nonprofits should become? If yes, what are they and how can organizations balance conflicting pressures? If no, why not? Why do you think boundaries between the sectors are blurring? What are challenges to purely economic accounts of this trend?

Guest Speaker: Shawn Peterson, The Green Urban Lunch Box, Founder and Director

4/9 Outcomes Measurement

- Frumkin, re-read Chapter 3 pages 85-88
- MacIndoe, H., & Barman, E. (2012). How organizational stakeholders shape performance measurement in nonprofits: exploring a multidimensional measure. *Nonprofit and Voluntary Sector Quarterly*.
- “Acumen Fund: Measurement in Impact Investing (B)”. Harvard Business School Case Materials.
- “Developing a Plan for Outcomes Measurement.” Available at: <http://strengtheningnonprofits.org/resources/e-learning/online/outcomemeasurement/Print.aspx> -

Discussion: What features of nonprofits make them more likely to develop a formal outcomes measurement tool? Are some fields more amenable to formal measurement than others? If so, which ones and why? What are the pros and cons of outcomes measurement?

Guest Speaker: Matt Mateus, Program Director, Spy Hop

Activity: Creating an Outcomes Measurement Tool

4/16: Conclusions, Alternatives

- Frumkin, Chapter 6
- Pick one from Chambers, Simone and Robert Putnam, eds. *Alternative Conceptions of Civil Society*:

- Madsen, Richard. 2002. "Confucian Conceptions of Civil Society." Pp. 190-204
OR
- Hanafi, Hasan. 2002. "A Reflective Islamic Approach." pp. 171-189

4/23: Presentations & Course Review Session

Service Learning Presentations; Service Learning Reports Due; Final Exam Handed Out

4/30: Final Exam OR Final Paper due.

Hand in a hard copy to my office (OSH 326) by 6pm – slip it under the door if I am not there.
You may pick up your assignments from the MPA main office starting the week of January 5.