

## **V221: NONPROFIT AND VOLUNTARY SECTOR**

School of Public and Environmental Affairs  
Indiana University-Bloomington  
Fall 2021

Monday and Wednesday 9:25am - 10:40am  
BQ C129

### **Instructor:**

Leslie Abshier

Email: [leleonar@indiana.edu](mailto:leleonar@indiana.edu) OR message me through Canvas. You can also email me at work [labshier@bgcbloomington.org](mailto:labshier@bgcbloomington.org).

Phone: You can also text me at 317-332-2653 if you need me urgently.

Office Hours: by appointment ONLY

### **Course Description:**

This course provides a broad overview of the U.S. nonprofit sector. Topics include the sector's size and scope and its religious, historical, and theoretical underpinnings. We will consider why people organize, donate to, and volunteer for nonprofit organizations, and look at current challenges that the sector faces.

### **Course Objectives:**

Students will be able to:

1. Describe and evaluate the role of nonprofit organizations in our society
2. Identify specific organizations within nonprofit sub-sectors and locate information on their purpose and operation
3. Recognize the connections and differences between government and for-profit provision of public services and the nonprofit sector
4. Compare the attitudes and viewpoints that have driven giving and volunteering in the United States with their own values and experience
5. Utilize key information sources, including statistics on nonprofit organizations and charitable giving
6. Define terminology essential to understanding literature of the nonprofit sector.

### **Texts:**

- Steven Ott & Lisa A. Dicke (2016), *The Nature of the Nonprofit Sector (3rd Edition)*: Westview Press. ISBN-13: 978-0813349602

This will be used throughout the course and is available for rent or purchase through Amazon - <https://www.amazon.com/Nature-Nonprofit-Sector-Steven-Ott/dp/0813349605/>. (Links to an external site.) You can also borrow them on 2-hour reserve at the Business/O'Neill Information Commons.

**Online material:**

All other course readings will either be posted at the Canvas “Files” link under the “Readings” folder or the URL will be provided in the syllabus.

**Technology policy:**

My policy is that technology should be used where it enhances learning. You are welcome to bring your laptop or another electronic device to class, but I ask that you leave it in your bag unless I ask you to take it out for a specific activity. Research shows that students who take notes by hand retain information better in both the short and long term: <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/> (Links to an external site.)

I encourage you to take notes on paper, and there will be opportunities to submit your notes for a “spot-check” for extra credit. If you like to have a digital copy of everything, I suggest the apps Evernote, One Note, or LectureNotes to convert handwritten pages to electronic versions. Please contact me if you have a documented disability that requires technological accommodation.

**Course assignments:**

Detailed information on each assignment will be distributed separately during classes and posted to Canvas. Brief descriptions of course assignments and deadlines are below.

**1) Daily attendance, completion of assigned readings, and active participation in class activities (10% of total grade)**

- **Attendance:** Students are expected to attend class meetings. One absence will be excused, no questions asked. All subsequent absences will be recorded, although students with athletic competitions or other unavoidable conflicts submitted IN ADVANCE ONLY can be excused. Accommodations for COVID will be made in accordance with university policy.
- **Class Participation:** Our class sessions will be a mix of student presentations, short lectures from me, discussions, short quizzes, guest speakers, and group activities. You—and your classmates—will benefit most when you are fully engaged. All students are expected to contribute meaningfully to our class sessions. Short in-class group activities and individual pop-quizzes will also count towards your participation grade, and cannot be made up for any reason if you are absent - excused or not. You can drop your lowest two scores on these activities.

**2) Short Presentations (10% of total)**

- **A Story of “You and a Nonprofit” (5%):** Each student is asked to make one short in-class presentation (2-3 minutes) during the semester sharing an example of a nonprofit organization they have worked with, helped, or benefited from. No slides. Presentation dates will be assigned by Week 2.
- **The Nonprofit Sector in the Media (5%):** Each student is asked to make one short in-class presentation (3-5 minutes) during the semester sharing an example of a nonprofit that promotes itself in an ad (either video or still image). You will show us

the image/play the clip and offer us some interpretation. Presentation dates will be assigned by Week 2.

**3) Reading Quizzes (15% of total):** There will be pop quizzes on the reading during the semester. They may be given in-class or on Canvas. The Canvas quizzes will be available for a 24-hour window. They may or may not be announced in-class. These will be straightforward spot-checks to be sure you are keeping up on readings. They are open book/note, but you are on your honor to do your own work. Missed quizzes cannot be made up - for any reason. You can drop your lowest score.

**4) Nonprofit Connections Reports (20% of total):** Visit or take part in-person in the programming of a minimum of **four** local nonprofit organizations during the semester and write a 2-3 page Nonprofit Connection report of the experience using the template I will provide. If you have trouble finding four opportunities due to COVID, you can supplement one with an experience you have had previously in your life. You can also supplement one with an interview of a local nonprofit that answers the questions in the assignment. If you are still having trouble meeting the requirements, please let me know. These organizations should represent different subsectors (e.g. sports and recreation, arts, religion, environment, human services, etc.). The reports are due every other week, starting Week 3.

**5) Nonprofit Connections Analysis Paper (20% of total):** This paper asks you to analyze in greater depth what you observed at one of the four nonprofit organizations. The exact prompt will be distributed later in the semester, but will generally draw on issues raised in the Nonprofit Connections report template.

**6) Final Exam (25% of total):** The final exam will be comprised of multiple choice, short-answer and several essay questions that tie together themes from the class as a whole. Study questions will be distributed in advance.

### Key Dates:

| Assignment                                | Date Distributed | Date Due (by class time unless otherwise specified) |
|---|------------------|---|
| Story of You and a Nonprofit Presentation | Aug. 30          | Varies  |
| Nonprofits in the Media Presentation      | Aug. 30          | Varies  |
| Nonprofit Connection Report #1            | Aug. 23          | Sept. 8   |

|                                     |         |          |
|-------------------------------------|---------|----------|
| Nonprofit Connection Report #2      | Aug. 23 | Sept. 22 |
| Nonprofit Connection Report #3      | Aug. 23 | Oct. 6   |
| Nonprofit Connection Report #4      | Aug. 23 | Oct. 20  |
| Nonprofit Connection Analysis Paper | Oct. 18 | Dec. 1   |
| Final Exam                          |         | Dec. 15  |

### **Grading Scales and Criteria:**

Assignment and Course letter grades are based on the following:

#### **Grading Scale:**

|           |    |           |                        |
|-----------|----|-----------|------------------------|
| 98-100%   | A+ | 77-79.99% | C+                     |
| 93-97.99% | A  | 73-76.99% | C                      |
| 90-92.99% | A- | 70-72.99% | C-                     |
| 87-89.99% | B+ | 67-69.99% | D+                     |
| 83-86.99% | B  | 63-66.99% | D                      |
| 80-82.99% | B- | 60-62.99% | D- Below 60% = Failing |

**Grade criteria for specific assignments will be part of Assignment Details posted on Canvas.**

**Incompletes:** The school policy is that giving a grade of incomplete ("I") may only be considered if most of the course work has been completed (80% at least) and a student is physically unable to complete the remainder of the assignment.

**Extra Credit:** Extra credit opportunities **may** be announced at the discretion of the instructor, but can add no more than 2% to final course grade.

#### **Cheating: A Very Bad Idea**

It is rare for there to be a problem of academic dishonesty in this course. On occasion, however, a student may be tempted to take a shortcut or to cheat in some way. For anyone who cheats, the policies for this course are clear.

- Exam Policy: Any student who cheats on an exam will be given a failing grade in the course in addition to any other sanctions imposed by the School or the University.
- Paper Policy: Any student who cheats or plagiarizes on any written assignment will be given a failing grade in the course in addition to any other sanctions imposed by the School or the University.

**Note Selling:** Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

**Materials:** The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

**A Note on Plagiarism:**

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he does any of the following:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

**O'Neill School expectations of civility and professional conduct:**

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

These expectations are excerpted from the O'Neill School Honor Code which can be found at:

[https://oneill.indiana.edu/doc/undergraduate/ugrd\\_student\\_honorcode.pdf](https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf) (Links to an external site.)

## **COURSE SCHEDULE AND ACTIVITIES**

**Students should complete all assigned readings each week before the Monday class.**

Specific readings and topics may be addressed in any class period following the reading. I may make revisions to this reading list as needed—any new material will be posted to Canvas.

### **Part I: An Introduction to the Nonprofit and Voluntary Sector**

#### **Week #1 (Monday 8/23 and Wednesday 8/25)**

#### **The Nonprofit and Voluntary Sector – Why Study It?**

Monday, 8/23: First day of class, no readings.

Wednesday, 8/25

- Ott: Preface
- Ott: Part I Introduction to Nonprofit Sector

*Assignment guidelines distributed Wednesday: Nonprofit Connection Reports*

**Week #2 (Monday 8/30 and Wednesday 8/1)**  
**The Scope and Nature of the Nonprofit Sector**

- Ott: Chapter 1 - Frumkin, "The Idea of a Nonprofit and Voluntary Sector"
- Salamon: Chapter 3 (Canvas)

*Assignment due dates distributed Wednesday:*

- Story of "You and a Nonprofit"
- The Nonprofit Sector in the Media

**Week #3**

**(Monday 9/6 - Labor Day - NO CLASS)**

**(Wednesday 9/8)**

**What Makes the Nonprofit Sector Distinctive? What are its Impacts?**

- Salamon: Chapter 2 (Canvas)
- Ott: pp. 48-52 of Part II Intro
- Eliasoph, Ch. 1 in *The Politics of Volunteering* (Canvas)
- Ott: Chapter 6 - Smith, "The Impact of the Voluntary Sector on Society"

*Assignment due Wednesday: Nonprofit Connection Report #1*

**Part II: The Evolution Of The Nonprofit Sector**

**Week #4 (Monday 9/13 and Wednesday 9/15)**

**Religious and Ethical Foundations of Philanthropy and Voluntarism**

- Kevin C. Robbins, "The Nonprofit Sector in Historical Perspective: Traditions of Philanthropy in the West", in Ott & Dicke 2<sup>nd</sup> edition (Canvas)
- Some Thoughts on "The Golden Rule" (Canvas)
- Jacob Neusner: "Righteousness, Not Charity – Judaism's View of Philanthropy" (Canvas)
- Payton "Good Samaritan" (Canvas)
- Charity – Oxford Islamic Studies Online (Canvas) ([Links to an external site.](#))

**Week #5 (Monday 9/20 and Wednesday 9/22)**

**Intellectual Foundations of the U.S. Nonprofit Sector**

- Ott: Ch. 5 - Andrew Carnegie, "The Gospel of Wealth"
- Biography of Andrew Carnegie (Canvas)
- Alexis de Tocqueville from *Democracy in America* (Chapters V and VII below)
  - Chapter V: "Of the Uses Which the Americans Make of Public Associations in Civil Life" [http://xroads.virginia.edu/~Hyper/DETOC/ch2\\_05.htm](http://xroads.virginia.edu/~Hyper/DETOC/ch2_05.htm) ([Links to an external site.](#))

- Chapter VII: “Relation of Civil to Political Associations” [http://xroads.virginia.edu/~Hyper/DETOC/ch2\\_07.htm](http://xroads.virginia.edu/~Hyper/DETOC/ch2_07.htm) (Links to an external site.)
- Biography of Jane Addams -“First Days at Hull House” <http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse-05.html> (Links to an external site.)
- [https://www.ted.com/talks/dan\\_pallotta\\_the\\_way\\_we\\_think\\_about\\_charity\\_is\\_dead\\_wrong?language=en](https://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong?language=en)

*Assignment due Wednesday: Nonprofit Connection Report #2*

**Week #6 (Monday 9/27 and Wednesday 9/29)  
The Evolution of U.S. Nonprofit Sector**

- Ott: Part II Intro pp.45-48 (“The Nonprofit Sector’s Historical Evolution...”)
- Ott: Chapter 4 (Holland and Ritvo, “History and Theories of Nonprofit Organizations”)
- Salamon: Chapter 5 (Canvas)

**Part III: The Structure Of The Nonprofit Sector In The U.S.**

**Week #7 (Monday 10/4 and Wednesday 10/6)  
The Role of Volunteers**

- Katie Roeger et. al, pp. 118-126 of *The Nonprofit Almanac 2012* (Canvas)
- Marc A. Musick and John Wilson, excerpts from Ch. 19 of *Volunteers: A Social Profile* (pp. 420-432, 436-442, 444-452) (Canvas)
- Nina Eliasoph, Ch. 2 (“Volunteering and Activism”) of *The Politics of Volunteering* (Canvas)

*Assignment due Wednesday: Nonprofit Connection Report #3*

**Week #8 (Monday 10/11 and Wednesday 10/13)  
What do Nonprofits Actually Do? The Health Care, Education, and Social Services Subsectors**

- Salamon: Chapters 6, 7, 8 (Canvas) [\(Links to an external site.\)](#)

**Week #9 (Monday 10/18 and Wednesday 10/20)  
What do Nonprofits Actually Do? The Arts, Advocacy, and Religion Subsectors**

- Salamon Chapters 9, 10, 11 (Canvas)
- The Practical Implications of Affiliated 501(c)3’s and 501(c)4’s (Canvas)

*Assignment due Wednesday: Nonprofit Connection Report #4*

**Part IV: The Theories Of The Nonprofit Sector**



**Week #10 (Monday 10/25 and Wednesday 10/27)**  
**Theories of Giving**

- Ott: Chapters 21, 23, 24

**Week #11 (Monday 11/1 and Wednesday 11/3)**  
**Theories of Nonprofit Origins**

- Chapter 6, “Theoretical Approaches” of *Nonprofit Organizations: Theory, Management, and Policy*, by Helmut Anheier (Canvas)

**Part V: Today’s Issues And Trends In The Nonprofit And Voluntary Sector**

**Week #12 (Monday 11/8 and Wednesday 11/10)**  
**Tax Exemption, Tax Deduction, and Political Challenges to the Nonprofit Sector**

- Ott: Part III Intro (“Tax Exemption and Tax Deduction”)
- Ott: Ch. 7 (“Hoyt, Tax-Exempt Organization”)
- “Should We End the Tax Deduction for Charitable Organizations” in the Wall Street Journal: <http://www.wsj.com/articles/SB10001424127887324469304578143351470610998> (Links to an external site.)
- 21 Million Taxpayers Will Stop Taking Charitable Deductions Under The New Tax Law <https://www.forbes.com/sites/beltway/2018/01/11/21-million-taxpayers-will-stop-taking-charitable-deductions-under-the-new-tax-law/#d07f5a3238f0> (Links to an external site.)
- “What Does ‘Not Charitable Enough’ Mean When It Comes to Tax Exemption?” <http://nonprofitquarterly.org/2014/09/23/what-does-not-charitable-enough-mean-when-it-comes-to-tax-exemption/> (Links to an external site.)
- Letter to the Editor of Planet Princeton on tax-exemption <http://planetprinceton.com/2015/07/13/letters-princeton-residents-should-support-lawsuit-regarding-university-property-taxes/> (Links to an external site.)
- Yale Tax Lawsuit Simulation (Canvas)
- Take Away Harvard’s Nonprofit Status (Canvas)
- WSJ Charitable Deduction (Canvas)

**Week #13 (Monday 11/15 and Wednesday 11/17)**  
**The Blending and Blurring of the Sectors**

- Ott: Part IX Intro (“The Blending and Blurring of the Sectors”)
- Kirsten A. Grønberg (SPEA faculty!) and Lester M. Salamon, “Devolution, Marketization, and the Changing Shape of Government-Nonprofit Relations,” pp .447-470 in *The State of Nonprofit America*, edited by Lester M. Salamon (Canvas)
- Julie Battilana et. al., “In Search of the Hybrid Ideal.” (Canvas)

**Week #14 (Monday 11/22 and Wednesday 11/24 - Thanksgiving Break - NO CLASSES)**

**Week #15 (Monday 11/29 and Wednesday 12/1)  
Looking Internationally**

- Interaction Policy Brief on NGOs (Canvas)
- Forman Stoddard (Canvas)
- Wrap Up
- Final Review

*Nonprofit Connection Analysis Paper Due Wednesday 12/1*

**Week #16 (Monday 12/6 and Wednesday 12/8 - NO CLASSES)**

**Final Exam 10:10am - 12:10pm Wednesday 12/15**