

**POL SCI 6550**  
**THE NONPROFIT SECTOR AND ITS ORGANIZATIONS**  
**Summer Term 2007**

Days/Time: Wednes days, 6:00 – 8:45 PM  
Location: 130 Orson Spencer Hall, Campus  
Instructor: Professor Steven Ott  
Office: 205 Orson Spencer Hall  
Hours: Tue. and Thurs. 4:30 – 5:45, and by appointment

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**COURSE OVERVIEW.** POL SCI 6550 provides an overview of the nonprofit sector in the U.S., its scope, structure, history, values, distinct contributions to society, place in the government service delivery systems, and selected public policy issues that affect it. Economic, political, social, organizational, and giving theories of the sector will be reviewed in order to help understand its existence, roles and activities. We will examine the basic principles and assumptions of the nonprofit sector, its positioning among and between the private and public sectors of the U.S. economy, the context in which nonprofit organizations are managed, and the roles of philanthropy and voluntarism in our society. The course is designed primarily for students who currently are or who are planning to work in or become volunteer leaders in nonprofit organizations, or who work in government agencies that interact regularly with nonprofit organizations. There are no prerequisites, but PADMN 6300, "Administrative Theory," or an equivalent course is strongly recommended.

**TEXTS**

Anheier, Helmut K. (2005). *Nonprofit Organizations: Theory, Management, Policy*. London: Routledge.  
Frumkin, Peter. (2002/2005). *On Being Nonprofit: A Conceptual and Policy Primer*. Cambridge, Mass.: Harvard University Press.  
Ott, J. Steven. (Ed.). (2001). *The Nature of the Nonprofit Sector*. Boulder, Colo.: Westview Press

**Optional**

O'Neill, Michael. (2002). *Nonprofit Nation*. San Francisco: Jossey-Bass.

**GRADING.** Grades will be assigned on the following basis:

Course Paper <u>or</u> Weekly Journal Entries	35%
Course Paper Proposal (graded only as acceptable, acceptable with minor changes, major changes required – resubmit, or unacceptable – resubmit)	
Course Paper Progress Report	15%
<u>or</u> Final Report of Field Experience	
Quiz @ 10%	10%
Participation	20%
Final Exam	20%

**COURSE REQUIREMENTS.** This course will require you to comprehend theories and apply theories to practice. You will be expected to take active roles in identifying and defining basic issues, principles, approaches, and dilemmas that underlie events, questions, problems, opportunities, and public policy concerning the third sector and its inter-relationships with the other two sectors.

**Course Paper.** Students will engage in a course project that may be of either of two types:

A **field experience “journal”** (approximately two double-spaced pages submitted weekly) **and wrap-up paper (“Final Report of Field Experience”)** that relates an average of 3.0 hours per week of field experience in a nonprofit organization (about 30 hours total during the course) to specific course materials, and a concluding paper of approximately four or five pages that synthesizes and analyzes your learning from the experience. The field experience may be as a paid staff or a volunteer with a nonprofit organization of your choice. **Final Reports of Field Experience are due on July 25.**

A **“standard” research paper**, about 20 pages in length. You will need to select a topic, conduct the research, and write the paper. You have considerable latitude to select a topic of interest and how you will approach it, but I will expect quality research and writing. **Standard Research Papers are due on July 25.**

All papers, progress reports, etc. are to be well written and checked for spelling. Important assumptions and points should be referenced, and quotations cited fully and accurately. I don't care what style you use (e.g., APA, MLA, or Turabian), but I will require you to be complete, accurate, and consistent.

The **proposal for a “standard research paper” is due by May 25.** It should be a one to one-and-one-half page statement of your topic, its importance and scope, carefully constructed research questions, how you intend to approach the paper (i.e., your methodology), and a *preliminary* bibliography. I will review and return the proposals. You may want to talk with me or exchange e-mails about your idea before writing the proposal. In some cases, we may need to negotiate

The **proposal for a field experience “journal” and wrap-up paper is due by May 25.** This proposal should be approximately a one page statement about the organization you will volunteer with, your contact person, your approximate working schedule, and the nature of your role, relationship and/or assignment(s).

**Progress Reports on Standard Research Papers will be submitted by June 20.** Detailed instructions for both types of paper will be handed out on the first day of class.

**A quiz on June 13** will let you and me know whether you understand the reading and information discussed in class.

**Participation.** All students are responsible for reading assigned materials and participating in informed class discussions. Students who select the field experience option will have primary responsibility for leading and participating in class discussions about the relationship between readings and practice.

**Final Exam** will be a comprehensive, 2½ hour written examination on Friday evening, **August 3.** It will be an analytical and synthesizing-type exam, not a recall-type exam.

**MAJOR RESEARCH PAPERS FOR THE MPA PROGRAM.** See the MPA program website.

**REASONABLE ACCOMMODATION FOR DISABILITY.** I offer any student with a disability, the opportunity to meet with me privately to discuss receiving reasonable accommodation. Such accommodation will be afforded based on the specific disability and as agreed in writing. This statement in no way asks that students identify themselves as having a disability; however, a request for reasonable accommodation can only be granted if a student makes his or her disability known.

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 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.

**ACADEMIC MISCONDUCT.** Academic honesty is expected, and academic misconduct will not be tolerated. The University of Utah's Student Code defines *academic misconduct* "to include, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information . . . . It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

**'Cheating'** involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it. . . .

**'Misrepresenting one's work'** includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course with prior permission of both faculty members.

**'Plagiarism'** means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

**'Fabrication'** or **'falsification'** includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results."

An act of academic misconduct may result in an academic sanction. The Student Code defines *academic sanction* as "a sanction imposed on a student for engaging in academic or professional misconduct. It may include, but is not limited to, requiring a student to retake an exam(s) or rewrite a paper(s), a grade reduction, a failing grade, probation, suspension or dismissal from a program or the University, or revocation of a student's degree or certificate. It may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record . . . ." Thus, for example, I might give an assignment grade or a course grade of E and also recommend additional academic sanctions to the Chair of the Political Science Department. In the event of suspected academic dishonesty, I may substitute an examination or assignment for the work in question.

**COURSE SCHEDULE AND ASSIGNMENTS.** This schedule is approximate and may change somewhat during the term.

<b><u>Date</u></b>	<b><u>Topics, Readings, and Assignments</u></b>
<b>5/16</b>	<b>INTRODUCTIONS, FIELD EXPERIENCE OPTIONS, COURSE OVERVIEW, REVIEW OF THE SYLLABUS, AND EXPECTATIONS and THE “ANATOMY” OF THE SECTOR, PART I: Its Size, Scope, Structure, and Sub-Sectors</b>  <u>Reading</u> Anheier Chapter 4 Ott, Chapters Foreword, <i>Kirsten Grønberg</i> Preface <u>Optional Reading:</u> O’Neill Preface and Chapter 1
<b>5/23</b>	<b>THE “ANATOMY” OF THE SECTOR, PART II</b>  <u>Reading</u> Anheier Chapters 3,5 Frumkin, pp. 8-16 Ott, Chapters Introduction to Part 1 1. The State of the Independent Sector, <i>Virginia Ann Hodgkinson &amp; Murray Weitzman</i> 2. Scope and Structure: The Anatomy of America's Nonprofit Sector, <i>Lester Salamon</i> 3. Voluntary Sector, <i>Jacquelyn Thayer Scott</i> <u>Optional Reading:</u> O’Neill, Chapters 3,4,5
<b>5/30</b>	<b>THE SECTOR'S DISTINCTIVE VALUES AND CONTRIBUTIONS TO SOCIETY</b>  <u>Reading</u> Ott, Chapters Introduction to Part 2 4. Voluntarism, <i>Jeffrey Brudney</i> 5. The Gospel of Wealth, <i>Andrew Carnegie</i> 6. The Filer Commission Report, <i>John Filer</i> 7. The Impact of the Voluntary Sector on Society, <i>David Horton Smith</i> Frumkin, Preface; pp. 1-7, 19-28 <u>Optional Reading:</u> O’Neill, Chapters 6,7,8
<b>6/06</b>	<b>HISTORICAL EVOLUTION OF THE SECTOR</b>  <u>Reading</u> Ott Chapters Introduction to Part 3 8. A History of the Discipline, <i>Stephen Block</i> 9. Inventing the Nonprofit Sector: 1950 – 1990, <i>Peter Dobkin Hall</i> 10. A Brief History of Tax Policy Changes Affecting Charitable Organizations <i>Gary Scrivner</i> (pp. 129 to end of chapter only) <u>Optional Reading:</u> O’Neill, Chapters 9,10,11

**6/13 THE RATIONALE FOR TAX EXEMPTION  
and  
POLITICAL ECONOMY THEORIES OF THE SECTOR**

Reading

Anheier, Chapters 1, 6

Ott Chapters

Introductions to Parts 4 and 5

11. Tax-Exempt Organization, *Christopher Hoyt*

12. Nonprofit Organization, *Stephen Block*

13. A New Approach: The Theory of the Commons, *Roger Lohmann*

18. Political Theories of Nonprofit Organizations, *James Douglas*

19. Markets, Politics, and Charity: Nonprofits in the Political Economy, *Kirsten Grønbjerg*

Frumkin, pp. 89-95, Chapter 2

Optional Reading: O'Neill, Chapter 2, *Theories*

**Quiz Tonight**

**6/20 ECONOMIC THEORIES OF THE SECTOR**

*Guest Instructor: Stephen Reynolds, Professor of Economics*

Reading

Anheier, pp. 113-135

Ott, Chapters

Introduction to Part 6

15. Government Failure Theory, *Dennis Young*

16. Contract Failure Theory, *Dennis Young*

17. And Lettuce is Nonanimal: Toward a Positive Economics of Voluntary Action,  
*Roger Lohmann*

Frumkin, pp. 64-78, 144-154

**Assignment Due: "Standard" research paper progress reports.**

**6/27 SOCIAL AND COMMUNITY THEORIES OF THE SECTOR**

*Guest Instructor: Rick Green, Department of Political Science/MPA Program Director*

Reading

Anheier, pp. 135-138

Ott, Chapters

Introduction to Part 7

20. To Empower People: The Role of Mediating Structures in Public Policy, *Peter Berger & Richard Neuhaus*

21. Nonprofit Organizations and Community, *Steven Rathgeb Smith & Michael Lipsky*

22. On the Edge or In Between: Niche Position, Niche Overlap, and the Duration of  
Voluntary Association Memberships, *Pamela Popielarz & Miller McPherson*

Frumkin, pp. 96-104

**7/04 HOLIDAY. NO CLASS**

**7/11 ORGANIZATION THEORIES OF THE SECTOR**

Reading

- Anheier, Chapter 7  
Ott, Chapters  
Introduction to Part 8  
23. The Sociology of Nonprofit Organizations and Sectors, *Paul DiMaggio & Helmut Anheier*  
24. Perspectives on Organizational Governance: Some Effects on Government-Nonprofit Relations, *Steven Ott*  
Frumkin, pp. 129-144, 154-162

**7/18 GIVING THEORIES**

Reading

- Anheier, Chapter 14  
Ott, Chapters  
Introduction to Part 9  
26. What is Altruism?, *Alan Wolfe*  
27. Why Donors Give, *Joan Mount*  
28. The Founding Fathers of Modern Philanthropy, *Milton Goldin*  
29. The Call of Service: Satisfactions, *Robert Coles*  
Frumkin, pp. 104-114, 124-128

**7/25 THE BLENDING AND BLURRING OF THE SECTORS, and REVIEW FOR FINAL EXAM**

Reading

- Anheier, Chapter 13  
Ott, Chapters  
Introduction to Part 10  
31. Voluntary Agencies and the Contract Culture: 'Dream or Nightmare'?, *Ralph Kramer*  
33. The Double-Edged Sword of Social Service Contracting: Public Accountability Versus Nonprofit Autonomy, *James Ferris*  
34. The Future of the Nonprofit Sector: Its Entwining with Private Enterprise and Government, *Burton Weisbrod*  
Frumkin, pp. 78-88

**Assignments Due: Standard Research Papers and Final Reports of Field Experience**

**8/01 THE SECTOR'S CHALLENGES , and STUDENT PAPERS**

Reading

- Anheier, Chapters 15, 16  
Ott, Chapters  
Introduction to Part 11  
35. Nonprofits at the Brink: Lean Budgets, Growing Needs, and the Fate of Nonprofits, *Patrick McCormack*  
36. The Current Crisis, *Lester Salamon*  
Frumkin, pp. 114-124, 163-181

**8/03 FINAL EXAM 6:00-8:30PM**