PAD 5174; Summer A Session 2014
The Independent Sector
Weekend Intensive Format
Thursday, May 15, 5:30-8:15; then May 30-June 1; June 20-22; July 20-22
Fridays: 5:30 to 8:15pm; Saturdays 9 am to 4:15 pm; Sundays 1-4:15 pm
Bellamy 115

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Required Texts and Readings:

The following texts are required:


Other readings will be made available online or in some other form such as xerox.

Course Purpose:

This course surveys the set of ubiquitous organizations, groups, and activities referred to variously as the independent sector, third sector, nonprofit sector, voluntary sector, charitable sector, or the nongovernmental sector. We will study the array of activities that inhabit the “sector,” from grassroots associations through religious organizations, and professional 501 (c) 3s, to labor unions and other member-serving groups. The course will examine, among other topics, legal and other definitions of the sector, the sector’s distinctive values, its contributions to civil society, its role vis-à-vis the government and business sectors, theories about the origins and “functions” of the sector, history of the sector, and current conditions in and challenges for the sector. Students will prepare a semester project in which they will do field work in the “real world” of the independent sector or with data available about trends in the sector, for the purpose of reflecting on and learning about the subject matter of the class.

Learning Objectives:

1. **Knowledge Objectives.** Students will be able to explain in written evaluation exercises: a) important details about the size, scope, history, significant values, and function of the independent sector; b) a comparative perspective with attention to nongovernmental organizations in the international sphere and in various other countries; c) the role of the independent sector in fostering a civil society and engaged citizens; d) an overview of revenue sources and typical governance structures of nonprofit and voluntary activities; e) the role of the independent sector vis-à-vis the government and business sectors; and, f) current conditions and challenges for the sector.

2. **Skills and Abilities.** Through engaging in a semester project and individual class activities students will be able to: a) diagnose and describe the community dynamics in which they are embedded; b) relate lessons learned in community activity to those of other students and to course reading and discussion materials; c) exhibit self awareness relative to others in the class and the community; d) exercise observation and listening skills; e) analyze and map community resources, formal and informal, that voluntary organizations draw upon.

3. **Values and Attitudes.** Students will be able to explain the following values and describe how they individually exercise them: a) stewardship of the community and its resources; b) civic engagement and self-confidence; c) teamwork and collaboration; and, d) ethical behavior, to be promoted in the student’s own conduct and encouraged in the conduct of others with whom the student interacts.
Evaluation:

Final Exam: This exam will be a combination of “objective” questions, such as in multiple choice format, and short essays. I will prepare a studyguide, and you may prepare and refer to a single sheet of notes printed on both sides. 30 points possible.

Quizzes: I will offer quizzes during the first 5 minutes of classes for which there are assigned readings. You may have your notes open (from reading), but not the readings themselves. A grade of “check-plus” is worth one point, a “check” is worth ½ point, and all other grades are worth no points. I will take your ten best grades on these quizzes. I will give everybody two points to begin with. This design leaves eleven classes to earn the remaining eight quiz points. This flexibility is so that illness, travel, unanticipated personal difficulties, or limited reading time can be accommodated. This means you can miss or screw up three quizzes and still get all the quiz points; please do not ask for additional opportunities for quizzes if you have run out of possible dates for quizzes. 10 points possible.

Case Analysis: I will provide materials for several case studies on the Blackboard site. You will conduct an analysis of one of these cases. I will provide written and verbal instructions. Due date: June 29th (11:59pm); 20 points possible.

Semester Project. (Total 40 points) Students will prepare individual or small group semester projects. If you choose to work in a group I will expect a quantity and quality of work representative of the number of participants in each group. The project may take one of several forms, such as:

1. A community study for a client “umbrella” organization such as the United Partners for Human Services (UPHS), Council on Culture and the Arts (COCA), the Community Foundation of North Florida, TCC’s Institute for Nonprofit Innovation and Excellence or Volunteer Florida.

2. A report on an important trend in the independent sector, such as the “commercialization” dynamic, the transparency/political engagement dilemma created from the Supreme Court Citizens United case, social enterprises/social entrepreneurship; the growth of foundations, the faith-based initiative, volunteering, government-nonprofit relations, nonprofit “accountability,” the nature or trends of philanthropy, political activities in the independent sector, IRS and state level regulation of nonprofits, international dynamics or comparisons, or private sector-nonprofit relations. These trends might be catalogued for the state as a whole, perhaps for a region of the state, comparisons across states, or even international comparisons.

3. A review of voluntary sector activities in a particular mission area. (A starting point might be in one of the Salamon chapters 2 through 7.)

4. A comparative case study about how three or more nonprofits perform some critical organizational activity or function. It is not acceptable to do a report on a single nonprofit organization.

You will identify specific topics in a brief problem statement that is due by 9 pm on May 31st. I will provide feedback the next day in class (June 1st). You should not proceed until you and I have agreed on your topic. If you work in a group, the group’s efforts will be given a grade, and your individual score will be based on this grade and a multiplier effect derived from your group members’ peer evaluations. (I will provide a peer evaluation system.) Additional instructions regarding this assignment will be provided later. The final project must be submitted through the Blackboard site no later than 11:59 pm on Thursday, July 31st.

As an option, you may provide an oral presentation of your project on the last or next to last day of class July 26th or 27th). If you take this option, the oral report is worth 10 points, and I will score the written version of the project on a 30 point scale.

Students are expected to read and reflect upon assigned readings and come to class prepared to discuss them

Letter grades will be assigned according to the following point totals: A=92.5 or more; A-=89.5-92.49; B+=87.5-89.49; B=82.5-87.49; B-=79.5-82.49; C+=77.5-79.49; C=72.5-77.49; C-=69.5-72.49; D+=67.5-69.49; D=62.5-67.49; D-=59.5-62.49; F= less than 59.5.

Incomplete Grades: I will extend a grade of incomplete (“I”) if unforeseeable circumstances keep you from completing the course requirements within the normal semester. Under these circumstances you submit the missing assignments during the subsequent semester but not revisions of previously graded work. The “I” is inappropriate for the purpose of avoiding a
failing grade if you conclude that your accumulation of points is insufficient to pass the course. The appropriate course of action under those circumstances is to drop the course or withdraw from the University.

Class attendance is not mandatory, however, three strong cautions are provided: First, course materials that you may need to know for other assignments will be presented in classes. Second, I will consider regular attendance, active effort to engage in class activities, and participation on the web conference site in cases where a grade is “on the bubble” between two letter grades. Third, quizzes are intended to be an incentive for encouraging attendance.

**Academic Honesty:** You are expected to understand and uphold the Academic Honor Code published in the Florida State University Bulletin and the Student Handbook. In addition to information listed in these sources, you are advised that:

1. If you take material that is not yours, from any source whatsoever, and copy it into assignments for this class, you must provide a footnote, endnote, or parenthetical reference to the source of the material. I specifically expect you to use the styleguide of the American Psychological Association, for which guidelines are available in Strozier library and online through the library website.

2. Any material which quotes verbatim from other sources must be enclosed in quotation marks and its source attributed as noted in rule #1 above, and a specific reference to the pages in the original where the material is found must be provided.

3. Material not taken verbatim from a text but paraphrased must also be attributed as in rule #1.

4. Violations of these rules in any assignment may be subject to a minimum penalty of a grade of zero (0) for the assignment and may result in a grade of “F” for the course.

5. Students may form study groups to discuss possible answers to essay questions or exam questions, but each student must turn in essay answers that he/she has written uniquely without copying from others. Similarly, if you bring notes to the final exam prepared by somebody else, or if you provide such notes to a classmate, you will be subject to university policy on academic honesty.

The instructor will clarify any of these expectations that you do not understand.

**Accommodations for Students with Disabilities:** Students with disabilities needing academic accommodation should: 1) register with and provide documentation to the Student Disability Resource Center; and, 2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

**Course Outline and Readings:**

**Note:** Readings shown as ** are available in the Blackboard site Course Library.

5/15  Introduction:

What is the independent sector?
What is the state of the sector in Florida and elsewhere?

5/30  The Nature of the “Sector”

Read: Ott Introduction to Part I and chapters 1-3
Ott Introduction to Part II and chapter 7
Alcock, “Defining the third sector in the UK” **

5/31 am Terms, Classification and Present and Future of the Sector

Read: Salamon Chapter 1
Ott chapter 4, Introduction to Part IV and chapter 10
Lorentzen, “Sector labels” **
5/31 pm  Project Statements Due: 11:59 pm

History and Theories of the Sector

Read: Ott Introduction to Part III and chapters 8, 9, 11, and 16

6/1  Economic and Political Theories of the Sector

Read: Ott Introduction to Part V and chapters 12 through 15

6/20  Accountability: How and To Whom?

Read: Salamon, Chapters 16 and 19
Ott, Introduction to Part IX and chapters 28 and 29

6/21 am  Taxes, Nonprofits, and Financing of Nonprofits

Read: Salamon, Chapters 14 and 15
Ott, Chapter 27
Anheier, “State-Nonprofit Relations” **

6/21 pm  Community and Organization Theories of the Sector

Read: Ott Introduction to Part VI and chapters 17 through 19 and 20

6/22  Philanthropy and Volunteering

Read: Salamon, Chapters 12 and 13
Ott Introduction to Part VIII and chapters 23 through 26

6/29  Case Analyses Due: 11:59 pm (Class does not meet this date.)

7/25  Faith-Based, Advocacy, and Social Movement Components of the Sector

Read: Salamon, Chapters 5, 9 and 10
Ott chapter 22

7/26 am  Global Civil Society

Read: Anheier, “International issues and globalization” **
Ott Introduction to Part X and chapter 33
Kaldor et al., “Global civil society” **

7/26 pm  International Dynamics, Continued

Read: Salamon, Chapter 8
Brower and Magno, “A third way in the Philippines” **
Krause, Excerpt from The Good Project **

7/27  Optional Oral Presentations (First Half of Class)

Final Exam (Second Half of Class)

7/31  Semester Project Due: 11:59 pm (Class does not meet on this date.)

Note: I reserve the right to change readings, however, content and amount of reading will remain approximately the same.