COLUMBIA UNIVERSITY
School of Professional Studies

Master of Science in Nonprofit Management

NOPM PS5290: Role and Unique Nature of the Nonprofit Sector
Day/Time: W 6:10pm–8:00pm Location: 522C Kent Hall
3 credits
Core course

Instructor:	Gregory R. Witkowski, gw2367@columbia.edu
Office Hours:	LEW 502 Tuesdays 4:30-5:30 pm ET, Wednesdays 2:30-3:30 pm ET, and by appointment.
Response Policy:	I generally respond within a day but on the weekend or when I travel, I am not always able to respond in that time frame. Please plan ahead in making requests.

Course Overview

This introductory course sets the context for the unique and fundamental role the nonprofit sector has played – and currently plays – in American society and as a global leader. Changing perceptions of the social compact and the role of nonprofits in civil society will be explored. To those ends, the course focuses on three discrete but interrelated elements: 1) the spectrum of methods by which nonprofit organizations execute their missions for beneficiaries; 2) how philanthropic giving serves as one means to fund nonprofit organizations and advance individuals' ideas for public benefit; and 3) how both charitable giving and nonprofit activity impact civil society in America.

The course will explore distinctions, similarities and relationships among the nonprofit, government and private sectors as they each seek to meet the social and civil needs of society. Throughout this exploration, we will identify major ethical issues raised by the very notions of charity, philanthropy and nonprofits, all of which seek to provide for a range of beneficiaries and clients through a spectrum of vehicles. As a focus, the course examines the parameters and nature of the American charitable sector, although the course seeks to highlight both the unique nature as well as the common traits of the American system compared to international examples.

The course will be discussion intensive and require students to utilize and reflect critical and analytical thinking; students will write individual papers, actively participate in discussion both in class and through postings on Canvas and present material to classroom colleagues. The final exam will tie together the many strands of this complex tapestry we know as the charitable sector.

Learning Objectives
Upon successful completion of this course students should be able to:
- L1- Explain the meanings of charity and philanthropy and the manner in which they have been manifested in societies historically and currently;
- L2- Indicate an understanding of the diversity and breadth of the nonprofit sector and distinguish sub-sectors;
- L3- Articulate the mix of funding in the nonprofit sector, including philanthropy, fees for services, government and private support, and the ethical challenges inherent in these funding relationships;
- L4- Analyze the relationship among the three sectors government, business (private) and nonprofit sectors including their complementary, supplementary and adversarial roles in particularly in American civil society; and
- L5- Identify the varied motives for individuals to give philanthropically.

Readings

Books

Anheier, H. K. (2014). *Nonprofit organizations: Theory, management, policy*. Routledge.

Frumkin, P. (2009). *On being nonprofit: A conceptual and policy primer*. Harvard University Press.

Salamon, L. M. (2014). *Leverage for good: An introduction to the new frontiers of philanthropy and social investment*. Oxford University Press.

Other Required Readings (available through Canvas course site or web link)

Angelou, M. (1993). The Sweetness of Charity. Retrieved from:
https://umservicelearning.wikispaces.com/file/view/Angelou_sweetness+of+charity.pdf

Bekkers, R. and Wiepking, P. (2007). "Generosity and Philanthropy, A Literature Review,"
https://generosityresearch.nd.edu/assets/17632/generosity_and_philanthropy_final.

Benenson, J. and Stagg, A. (2016) "An Asset Based Approach to Volunteering" 131-49 in *Nonprofit and Voluntary Studies Quarterly*, vol. 45 supplement 1, 131-49.

Bernholz, L. (2018) Philanthropy and Digital Civil Society: Blueprint 2018
https://pacscenter.stanford.edu/publication/philanthropy-and-digital-civil-society-blueprint-2018/

Brest, P. (2012). A Decade of Outcome-Oriented Philanthropy. *Stanford Social Innovation Review*, 42-47.

Carnegie, A. (1889). "Gospel of Wealth" https://www.carnegie.org/publications/the-gospel-of-wealth/

Fred, M and Farrell, B. (2008) "Diversifying the Arts" Bringing in Race and Ethnic Perspectives," 143-70, in Grams, D. and Ferrell, B *Entering Cultural Communities*.

Harrow, J. Jung, T. and Phillips, S. (2016). "Community Foundations," in Jung, T. Phillips, S. and Hartrow, J. *Routledge Companion to Philanthropy*

Howell, J. (2006) "Gender and Civil Society," *Global Civil Society Yearbook*.

Levy, N. (2002). "Against Philanthropy, Individual and Corporate." *Business and Professional Ethics Journal*, 21(2 & 4), 95-108.

Lynn. E. and Wisely, S. "Four Traditions of Philanthropy"
http://civicreflection.org/images/external_resources/Four_Traditions_of_Philanthropy.pdf

McCarthy, K. (2002) "Women and Political Culture," 179-97 in Friedman, L. and McGarvie, M. *Charity, Philanthropy and Civility in American History*.

Moore, H. and Selchow, S. (2012) "Global Civil Society and the Internet: Time To Update our Perspective" in Kaldor, M., Moore, H. and Selchow, S. *Global Civil Society Yearbook.*

Mottiar, S., Ngcovya,N. (2016) "Indigenous Philanthropy: Challenging Western Preconceptions" in Jung, T. Phillips, S. and Hartrow, J. *Routledge Companion to Philanthropy*

Payton, R. and Moody, M. (2008) *Understanding Philanthropy*,

Schulte, T. and Timers, J. (2009) "Global Organizations in Civil Society: The Effects on Poverty," 26-40 in *Global Civil Society Yearbook.*

Smith, S. et. al. (2018). "Washington State's Foundations," in Hammack.,D. and Smith, S. *American Philanthropic Foundations*.

Smith, D.H., Eng, S. Albertson, K. 2016. "The Darker Side of Philanthropy, in Jung, T. Phillips, S. and Hartrow, J. *Routledge Companion to Philanthropy*

Sulek, M. (2009) "On the Modern Meaning of Philanthropy," *Nonprofit and Voluntary Sector Quarterly*, 38, 193-212.

Wang, X. et al. (2015) "Giving in China: An Emerging Nonprofit Sector Embedded within a Strong State;" in Handy, F. and Wiepking, P. *Palgrave Handbook of Global Philanthropy.*

Ward, J (2008). *Respectably Queer: Diversity Culture in LGBT Activist Organizations* chapters 4-5.

Weisinger, J. Borgas-Mendez, R. and Milofsky, C. (2016) "Diversity and the Nonprofit and Voluntary Sector," *Nonprofit and Voluntary Studies Quarterly*, vol. 45 supplement 1, 3-27

Wilson, J. (2014) Volunteerism Research: A Review Essay," *Nonprofit and Voluntary Studies Quarterly*, vol. 41, 176-212.

Witkowski, G. and Bauerkaemper, A. (2015). "German Philanthropy in International and Transnational Perspective," in *German Philanthropy in Transatlantic Perspective*,

Witkowski and Burlingame (Forthcoming) "History of Pittsburgh in National Context 1889-2014"

Young, D. (2017). Complementary, Supplementary, or Adversarial? Nonprofit-Government Relations. In E. Boris & E. Steuerle (eds.), *Nonprofits and Government. Collaboration and Conflict* (3rd edition) (pp. 37-70). Lanham: Rowman & Littlefield.

Websites and Videos

Civic Life in America:
www.nationalservice.gov/vcia

Generosity for Life:
www.generosityforlife.org

Giving pledge: Read statements by Prince Alsoud, Eli and Edythe Broad, Charles Feeney, Bill and Melinda Gates, demographics and range of causes: https://givingpledge.org/

Giving USA Summary:
www.givingusa.org

History of Giving: Focus on Asia, Africa, European, and Latin American histories:
www.historyofgiving.org

Omidyar Network:
https://www.omidyar.com/

"Unprotected" Propublica Investigation into US Nonprofit "More Than Me" engaged in Liberia
https://www.youtube.com/watch?v=-UKrzGOkdvc

Women Give report:
philanthropy.iupui.edu/institutes/womens-philanthropy-institute/research/womengive.html

Assignments and Assessments

All assignment page lengths are based on using times new roman 12 pt font and double spacing. Page numbers do not include notes or works cited. Title pages are not needed.

1. Participation, Attendance, Philanthropic Autobiography: Please be prepared to discuss the readings and the items needed. Relevant, respectful dialogue, thoughtful comments and active listening are all required as important elements of learning in a graduate environment. Active participation in class will lead you to contributing to all of the course learning objectives.

1a. Philanthropic and Nonprofit Autobiography Assignment (Upload to Assignments): Explain how throughout your life you have been a contributor and/or recipient of charitable gifts and services provided by nonprofit organizations. The purpose of this assignment is to understand the way in which you have interacted with charitable giving and nonprofit organizations in your life and have experienced the breadth of this ecosystem. Students will be asked to submit this autobiography as an assignment through Canvas and discuss aspects of their autobiography in class during introductions the first class meeting. Students need only discuss those aspects of their autobiography that they do not mind sharing with the class. Submissions should be 3-4 double-spaced pages. A more detailed description of this assignment is available on the Canvas course site, including formatting requirements. **[L1, L5]**

2. Article Post. Choose an essay cited by Bekkers and Wiepking in their review and explain in greater depth how this article helps to explain a particular motivation to give. The purpose of this assignment is to see the range of incentives for giving and how those incentives manifest. Students will be asked to post this assignment to the Canvas course site. Submissions should be 250-500 words. A more detailed description of this assignment will be available on the Canvas course site. **[L1, L5]**

3. Book Dissections I and II: There are two required book dissections. The purpose of these book dissections is to introduce students to fundamental works in this field, and to explore the breadth and depth of the sector as well as the academic inquiry that reflects that spectrum. The first dissection is of either the Frumkin or Salamon book. The second dissection is scholarly book of your choice on nonprofit organizations, philanthropy, or civil society. Dissections require students to think and write analytically and critically about the authors' perspectives. **Please see the Canvas course site for an in-depth explanation of how to complete the following book dissections, as well as an example.** As in a scientific setting, dissections are designed to reveal the inner workings of a book through an active engagement with the author's arguments and biases. Book dissections should each be 4-6 pages, following the format outlined in the Canvas instructions. **[L1, L2, L3, L4, L5]**

4. Research Project: Philanthropic Giving and Nonprofit Provision Paper. The goal of this project is to execute an in-depth analysis of one particular area of the charitable sector (*e.g.* social services, the arts, or education) to understand the dynamics of that particular field. The analysis will be based on a mix of research resources provided by the instructor as well as student-identified resources. Your inquiry for this research project will be reflected in both a) a research paper written and graded individually, and b) a group presentation, graded as a group. **A more detailed description of the project and the expectations for both the individual paper and for the group work will be available on the Canvas course site. [L2, L3, L4]**

5. Final Exam: The final exam will be administered in class during finals week and test main themes addressed over the course of the semester, including philanthropy, the nonprofit sector, and civil society. **[L1, L2, L3, L4, L5]**

Grading
The final grade will be calculated as described below:

FINAL GRADING SCALE

Grade	Percentage
A+	98–100 %
A	93–97.9 %
A-	90–92.9 %
B+	87–89.9 %
B	83–86.9 %
B-	80–82.9 %
C+	77–79.9 %
C	73–76.9 %
C-	70–72.9 %
D	60–69.9 %
F	59.9% and below

Assignment/Assessment	% Weight	Individual or Group/Team Grade
Participation, attendance, and philanthropic autobiography (average of all three)	10%	
Article post	5%	
Book Dissection I	20%	Individual grade
Research Project Presentation: Philanthropic Giving and Nonprofit Provision	5%	group presentation, group grade
Research Project Paper: Philanthropic Giving and Nonprofit Provision	20%	individual paper, individual grade
Book Dissection II	20%	individual grade
Final Exam	20%	individual grade

Course Schedule/Course Calendar

Date	Topics and Activities	Readings (due before the class session)	Assignments (due on this date)
Week 1	Introduction to the Study of the Nonprofit Sector and Philanthropy	Anheier, H. (2014) *Nonprofit Organizations* Chapters 1, 3 Payton, R. and Moody, M. (2008) *Understanding Philanthropy*, Chapter 2.	Philanthropic and Nonprofit Autobiography
Week 2	History of Charitable and Philanthropic Giving and the Development of the Nonprofit Sector	Anheier, H. (2014) *Nonprofit Organizations* Chapter 2 Witkowski and Burlingame (Forthcoming) "Arc of American Philanthropy and Pittsburgh's Evolution" McCarthy, K. (2002) "Women and Political Culture," 179-97 in Friedman, L. and McGarvie, M. *Charity, Philanthropy and Civility in American History*.	
Week 3 2/12	Outlining the Dimensions of the Nonprofit Sector	Anheier H. (2014) *Nonprofit Organizations* Chapters 4, 8 Frumkin, P. (2005) *On Being Nonprofit: A Conceptual and Policy Primer* Young, D. (2017). Complementary, Supplementary, or Adversarial? Nonprofit-Government Relations. In E. Boris & E. Steuerle (eds.), *Nonprofits and Government. Collaboration and Conflict* (3rd edition) (pp. 37-70). Lanham: Rowman & Littlefield.	Book Dissection I Option 1 Due: Frumkin, P. (2005) *On Being Nonprofit: A Conceptual and Policy Primer*
Week 4	Understanding Charity, Giving, and Philanthropy	Anheier H. (2014) *Nonprofit Organizations* Chapter 6, 9 Sulek, M. (2009) "On the Modern Meaning of Philanthropy," *Nonprofit and Voluntary Sector Quarterly*, 38, 193-212.	.

		Levy, N. (2002). "Against Philanthropy, Individual and Corporate." *Business and Professional Ethics Journal*, 21(2 & 4), 95-108. Civic Life in America: www.nationalservice.gov/vcia Generosity for Life: www.generosityforlife.org Giving USA Summary: www.givingusa.org "Women Give" report: philanthropy.iupui.edu/institutes/womens-philanthropy-institute/research/womengive.html	
Week 5	Individual Philanthropy: Motivations and Commitments	Carnegie, A. (1889). "Gospel of Wealth" Excerpts Angelou, M. (1993). The Sweetness of Charity. Retrieved from: https://umservicelearning.wikispaces.com/file/view/Angelou_sweetness+of+charity.pdf Website Givingpledge.org Read statements by Prince Alsoud, Eli and Edythe Broad, Charles Feeney, Bill and Melinda Gates, demographics and range of causes: https://givingpledge.org/ Wilson, J. (2014) "Volunteerism Research: A Review Essay," *Nonprofit and Voluntary Studies Quarterly*, vol. 41, 176-212. Bekkers, R. and Wiepking, P. (2007). "Generosity and Philanthropy, A Literature Review," https://generosityresearch.nd.edu	Article Post Bekkers and Wiepking.

		/assets/17632/generosity_and_philanthropy_final.	
Week 6	Foundations: Ideas and Engagement	Hammack, D. and Anheier, H. "American Foundations: Their Roles and Contributions to Society," *American Foundations Roles and Contributions* Harrow, J. Jung, T. and Phillips, S. (2016). "Community Foundations," in Jung, T. Phillips, S. and Hartrow, J. *Routledge Companion to Philanthropy* Smith, S. et. al. (2018). "Washington State's Foundations," in Hammack.,D. and Smith, S. *American Philanthropic Foundations*.	Begin research for Research Project I; refer to Canvas course site for specific directions
Week 7	Social Impact	Salamon, L. M. (2014). *Leverage for Good* Brest, P. (2012). A Decade of Outcome-Oriented Philanthropy. *Stanford Social Innovation Review*, 42-47. Omidyar Network website: https://www.omidyar.com/	Book Dissection I Option 2 due Salamon, L. M. (2014). *Leverage for Good*
Week 8	Spring Break	No class	
Week 9	Nonprofit Organizations: Defining Beneficiaries, Community, and Identity in a Diverse World	Weisinger, J. Borgas-Mendez, R. and Milofsky, C. (2016) "Diversity and the Nonprofit and Voluntary Sector," *Nonprofit and Voluntary Studies Quarterly*, vol. 45 supplement 1, 3-27 Fred, M and Farrell, B. (2008) "Diversifying the Arts" Bringing in Race and Ethnic Perspectives," 143-70, in Grams, D. and Ferrell, B *Entering Cultural Communities*.	

		Ward, J (2008). *Respectably Queer: Diversity Culture in LGBT Activist Organizations* chapters 5. Benenson, J. and Stagg, A. (2016) "An Asset Based Approach to Volunteering" 131-49 in *Nonprofit and Voluntary Studies Quarterly*, vol. 45 supplement 1, 131-49.	
Week 10	Research Project Group Presentation	No readings other than those used for preparing group presentation	In-class presentation
Week 11	Civic Engagement and Civil Society in a Changing World	Anheier H. (2014) *Nonprofit Organizations* Chapter 7, 10 Bernholz, L. (2018) Philanthropy and Digital Civil Society: Blueprint 2018 https://pacscenter.stanford.edu/publication/philanthropy-and-digital-civil-society-blueprint-2018/	Research Paper Due
Week 12	International Comparison: Is America so Exceptional?	Witkowski, G. and Bauerkaemper, A. (2015). "German Philanthropy in International and Transnational Perspective," in *German Philanthropy in Transatlantic Perspective*, Mottiar, S., Ngcovya,N. (2016) "Indigenous Philanthropy: Challenging Western Preconceptions" in Jung, T. Phillips, S. and Hartrow, J. *Routledge Companion to Philanthropy* Wang, X. et al. (2015) "Giving in China: An Emerging Nonprofit Sector Embedded within a Strong State;" in Handy, F. and Wiepking, P. *Palgrave Handbook of Global Philanthropy.*	

Course Policies

Participation and Attendance

I expect you to come to class on time and thoroughly prepared. I will keep track of attendance and look forward to an interesting, lively and confidential discussion. If you miss an experience in class, you miss an important learning moment and the class misses your contribution. You are expected to complete all assigned readings and attend all class sessions. **Attendance at the final exam is mandatory.**

Participation is more than attendance. Your participation will require that you answer questions, defend your point of view, and challenge the point of view of others, all in civil fashion. Students are responsible for identifying and learning material missed due to absence.

If you have a change of circumstances or a condition that requires you to miss three or more classes, please see me about accommodations or potentially dropping the course. If you do not contact me on the third absence, starting with the fourth absence, your entire course grade 1/3 of a grade for each absence (*e.g.* A- becomes a B+), as the course is based on interactive learning that can be disrupted with inconsistent participation.

Late work

Work that is not submitted on the due date noted in the course syllabus without advance written notice and permission from the instructor will be graded down 1/3 of a grade for every day it is late (*e.g.,* from a B+ to a B).

Citation & Submission

All written assignments must use APA citation format (please always include page numbers), cite sources, and be submitted to the course website (not via email).

Important reminders about citation:

1. Always err on the side of over-citing in your paper versus not citing a source.
2. Citations include both quotations, which are word for word and always bracketed by quotation marks ("") and cases when you take ideas or evidence from another source, which just require indicating your source.
3. APA style requires page numbers only for quotes but for your papers in this course, please use page numbers for all citations. This helps me make sure you understand the particular source.

School and University Policies and Resources

Copyright Policy

Please note—Due to copyright restrictions, online access to this material is limited to instructors and students currently registered for this course. Please be advised that by clicking the link to the electronic materials in this course, you have read and accept the following:

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

Academic Integrity

Columbia University expects its students to act with honesty and propriety at all times and to respect the rights of others. It is fundamental University policy that academic dishonesty in any guise or personal conduct of any sort that disrupts the life of the University or denigrates or endangers members of the University community is unacceptable and will be dealt with severely. It is essential to the academic integrity and vitality of this community that individuals do their own work and properly acknowledge the circumstances, ideas, sources, and assistance upon which that work is based. Academic honesty in class assignments and exams is expected of all students at all times.

SPS holds each member of its community responsible for understanding and abiding by the SPS Academic Integrity and Community Standards posted at https://sps.columbia.edu/students/student-support/academic-integrity-community-standards. You are required to read these standards within the first few days of class. Ignorance of the School's policy concerning academic dishonesty shall not be a defense in any disciplinary proceedings.

Diversity Statement

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

Accessibility

Columbia is committed to providing equal access to qualified students with documented disabilities. A student's disability status and reasonable accommodations are individually determined based upon disability documentation and related information gathered through the intake process. For more information regarding this service, please visit the University's Health Services website: https://health.columbia.edu/services/ods/support.

Class Recordings

All or portions of the class may be recorded at the discretion of the Instructor to support your learning. At any point, the Instructor has the right to discontinue the recording if it is deemed to be obstructive to the learning process.

If the recording is posted, it is confidential and it is prohibited to share the recording outside of the class.

SPS Academic Resources

The Office of Student Affairs provides students with academic counseling and support services such as online tutoring and career coaching: https://sps.columbia.edu/students/student-support/student-support-resources.

Columbia University Information Technology

Columbia University Information Technology (CUIT) provides Columbia University students, faculty and staff with central computing and communications services. Students, faculty and staff may access University-provided and discounted software downloads.

Columbia University Library

Columbia's extensive library system ranks in the top five academic libraries in the nation, with many of its services and resources available online.

The Writing Center

The Writing Center provides writing support to undergraduate and graduate students through one-on-one consultations and workshops. They provide support at every stage of your writing, from brainstorming to final drafts. If you would like writing support, please visit the following site to learn about services offered and steps for scheduling an appointment. This resource is open to Columbia graduate students at no additional charge. Visit http://www.college.columbia.edu/core/uwp/writing-center.

Career Design Lab

The Career Design Lab supports current students and alumni with individualized career coaching including career assessment, resume & cover letter writing, agile internship job search strategy, personal branding, interview skills, career transitions, salary negotiations, and much more. Wherever you are in your career journey, the Career Design Lab team is here to support you. Link to https://careerdesignlab.sps.columbia.edu/

Netiquette

Online sessions in this course will be offered through Zoom, accessible through Canvas. A reliable Internet connection and functioning webcam and microphone are required. It is your responsibility to resolve any known technical issues prior to class. Your webcam should remain turned on for the duration of each class, and you should expect to be present the entire time. Avoid distractions and maintain professional etiquette.

Please note: Instructors may use Canvas or Zoom analytics in evaluating your online participation.

More guidance can be found at: https://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Netiquette is a way of defining professionalism for collaborations and communication that take place in online environments. Here are some Student Guidelines for this class:

- Avoid using offensive language or language that is not appropriate for a professional setting.
- Do not criticize or mock someone's abilities or skills.
- Communicate in a way that is clear, accurate and easy for others to understand.
- Balance collegiality with academic honesty.
- Keep an open-mind and be willing to express your opinion.
- Reflect on your statements and how they might impact others.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.