

Term Information

Effective Term Autumn 2022
[Previous Value](#) Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are submitting Public Affairs 2150 as a course for the new general education.

What is the rationale for the proposed change(s)?

Faculty have updated the syllabus to fit the class within the Citizenship for a Diverse and Just World theme, and changed the course title accordingly.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Public Affairs, John Glenn Col
Fiscal Unit/Academic Org John Glenn College of Pub Aff - D4240
College/Academic Group John Glenn College of Pub Aff
Level/Career Undergraduate
Course Number/Catalog 2150
Course Title Nonprofit Organizing for Diversity and Justice
[Previous Value](#) [Introduction to Nonprofit Organizations](#)
Transcript Abbreviation Nonprof Org D&J
[Previous Value](#) [Intro Nonprof Org](#)
Course Description The nonprofit sector is one of the primary venues in which Americans engage in citizenship behaviors, while also serving multiple roles which are central to the advancement of a well-functioning democracy. Through a combination of readings, writings, dialogic debates, and guest speakers, students will become informed nonprofit sector stakeholders and participants.
[Previous Value](#) [Introduces students to the world of nonprofit organizations, in particular those whose missions address social issues and public service.](#)
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never

Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 337 or ArtsSci 337.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

44.0401

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Upon successful completion of this course students will be able to:
- Recognize and appreciate the diversity of activities and institutions that have come to be labeled part of the nonprofit sector in the United States
- Interpret the nonprofit sector through multiple intellectual disciplines and appreciate the contributions of nonprofits to democracy, civil society, and social justice
- Think critically and engage in civil discourse in ways that provide productive accountability to nonprofit organizations
- Reflect upon how the nonprofit sector or organizations align with the student's personal values, interests, and their developing theory of change

Previous Value

Content Topic List

- Defining the nonprofit sector and civil society.
- Historical and legal foundations of the nonprofit sector.
- Theories of the nonprofit sector.
- Nonprofits and community building.
- Funding the nonprofit sector.
- Nonprofits, politics, and activism.
- The economics contributions of nonprofits.
- The future of nonprofits and civil society.

Previous Value

- *The range of types of nonprofit organizations that have a social issue focus (focus, organizational structure, size)*
- *The range of competencies required in the management of nonprofit organizations (political, organizational, economic, and technical)*
- *The challenges and social issues involved in this type of nonprofit organization*

Sought Concurrence

No

Attachments

- PUBAFRS2150.pdf: GE Theme Description
(Other Supporting Documentation. Owner: Adams,Christopher John)
- 2150 Syllabus for GE Revision_Clean.docx: Syllabus
(Syllabus. Owner: Adams,Christopher John)
- 2150 Syllabus for GE_Tracked Changes.docx: Syllabus with changes listed
(Syllabus. Owner: Adams,Christopher John)
- Cover Letter_2150 Changes.pdf: Cover Letter addressing committee feedback
(Cover Letter. Owner: Adams,Christopher John)

Comments

- Please see Panel feedback email sent 04/27/2022. *(by Hilty,Michael on 04/27/2022 04:13 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Adams,Christopher John	11/16/2021 03:29 PM	Submitted for Approval
Approved	Adams,Christopher John	11/16/2021 03:30 PM	Unit Approval
Approved	Adams,Christopher John	01/20/2022 01:10 PM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	01/20/2022 01:51 PM	College Approval
Revision Requested	Hilty,Michael	04/27/2022 04:13 PM	ASCCAO Approval
Submitted	Adams,Christopher John	06/06/2022 03:54 PM	Submitted for Approval
Approved	Adams,Christopher John	06/06/2022 04:01 PM	Unit Approval
Approved	Adams,Christopher John	06/06/2022 04:02 PM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	06/06/2022 04:29 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	06/06/2022 04:29 PM	ASCCAO Approval

RE: PUBAFRS 2150 GE Application

To the reviewing faculty,

Thank you for the clear and direct feedback. We were happy to incorporate all of the comments as requested. Below we describe how each comment has been addressed.

The reviewing faculty ask that additional clarity be provided about how this course is an advanced study of Citizenship and how forms of critical thought will be utilized throughout the course to undertake an advanced study of Citizenship. This can be accomplished in many ways, such as through providing a course statement on how this course interacts with the GE Theme, incorporating Citizenship into the course title, providing information on readings and course discussions that will directly interact with Citizenship, more clearly framing and linking assignments to the GE Goals and ELOs, etc.

- We have addressed this feedback in several ways:
 1. Please see the new course statement titled “Course Approach to Learning Objectives” in the syllabus that also addresses the comment below. In this statement we intentionally use many of the same words and phrases that are the GE goals and ELOs. This statement explains how the course interacts with the Citizenship theme and how course assignments link to the GE goals and ELOs.
 2. We will be changing the course name to “Nonprofit Organizing for Diversity and Justice.” We considered the title “Nonprofit Organizing for Citizenship,” but believe this title could be misconstrued as a course that focuses solely on the role of nonprofit organizations in supporting immigrants and refugees. Because the course conceptualizes nonprofit organizing as a form of citizenship, it is fitting that “nonprofit organizing” would replace the term “citizenship” within the title. We incorporate “diversity” and “justice” to reflect the theme, but remove “world” as we do not want the course to be misconstrued as focusing only on international nonprofit organizing. The request for a title change will be submitted upon approval of this course for fulfillment of the GE.
 3. Please see the write up on the next page about citizenship readings and related discussions included in the course.

The reviewing faculty ask that the General, Generic Goals and ELOs be provided within the course syllabus and a brief rationale explaining how the course meets all GE ELOs be added to the syllabus, as this is a requirement of all General Education courses. All the GE Goals and ELOs can be found on the Office of Academic Affairs website at: <https://oaa.osu.edu/ohio-state-ge-program>.

- All of the GE Goals and ELOs are now included in the syllabus (see section titled “General Education Fulfillment”), along with a statement of how the course fulfills these goals (see section titled “Course Approach to Learning Objectives.”)

The reviewing faculty ask that the Student Life Disability Services statement be updated, as they are no longer located in Pomerene Hall. The most up-to-date Disability Statement can be found on the ASC Curriculum and Assessment Services website at: <https://ascas.osu.edu/curriculum/syllabus-elements>.

- Thank you for pointing this out. We have included the current disability services statement in the syllabus under the title “Student Life Disability Services.”

Thank you for your time reviewing our revised proposal and for your service to the university.

PUBAFRS 2150 Course Readings Related to “Citizenship for a Diverse and Just World”

The following readings are assigned in the course and related to the theme in various ways. These readings are also often the basis for Dialogic Debates held during class time. (These readings are currently on the syllabus, but readings change to remain relevant according to recent events and debates.)

How nonprofits facilitate citizenship:

Shortened Syllabus Name: National Service

Article Title: [Toxic polarization threatens our democracy. Here's how national service can save us.](#)

Publication Outlet: USA Today

Describes the way national service, such as AmeriCorp, can help with American polarization by exposing volunteers to diverse communities. We discuss service as a form of citizenship and debate whether this type of activity should ever be mandated.

Shortened Syllabus Name: Shifting Philanthropy

Article Title: [Shifting Philanthropy From Charity to Justice](#)

Publication Outlet: Stanford Social Innovation Review

Describes the difference between giving to charity that addresses symptoms of a problem and giving for justice, which requires identifying the root cause by talking with and trusting those that live in the affected community. We discuss philanthropy/donating as a form of citizenship.

Shortened Syllabus Name: Nonprofit Advocacy

Article Title: [Yes, You Can—and Should! Nonprofit Advocacy as a Core Competency](#)

Publication Outlet: Nonprofit Quarterly

Describes how nonprofits can engage in policy advocacy and why it is needed to help disenfranchised individuals. We discuss disenfranchisement (inability to enact citizenship) and advocacy as a way to overcome problems. Many nonprofits have volunteers engage in advocacy on behalf of the disenfranchised.

Shortened Syllabus Name: Dismantling Inequality

Article Title: [How some rich people are trying to dismantle inequality](#)

Publication Outlet: The Conversation

Describes the role of “privilege work” for acting as an ally to a social movement and for donating for social justice. We discuss how each of us can engage in privilege work to make us better citizens.

Shortened Syllabus Name: Voluntourism

Article Title: [The Pandemic Changed The World Of 'Voluntourism.' Some Folks Like The New Way Better](#)

Publication Outlet: NPR

Describes how international volunteers used to visit countries prior to the pandemic, but now are volunteering virtually. Considers the way international volunteers use these trips for tourism and spectacle. We discuss international volunteering as a form of world citizenship but problematize how that can be done in unhelpful ways.

How do you (as student) want to enact citizenship?

Shortened Syllabus Name: Theory of Change

Article Title: [What Is Your Theory Of Change?](#)

Publication Outlet: HuffPost

Describes the parts of a theory of change – a statement that expresses one’s ideas about how they want to change the world. Students write about how they, as citizens, want to make the world better.

Shortened Syllabus Name: Agitate, Innovate, Orchestrate

Article Title: [Should You Agitate, Innovate, or Orchestrate?](#)

Publication Outlet: Stanford Social Innovation Review

Describes the ways to engage in a social movement. You don’t have to be on the frontlines protesting. Students consider whether they choose to enact their citizenship through social movements, and if so, what role they want to play: agitation, innovation, or orchestration.

Shortened Syllabus Name: Cleveland Clinic

Article Title: [How the Cleveland Clinic grows healthier while its neighbors stay sick](#)

Publication Outlet: Politico

Describes the immediate neighborhood surrounding the Cleveland Clinic and the economic, health, and social status of the residents. We discuss whether nonprofits have responsibilities to the immediate community and whether donors might have such obligations given tax deductibility. Students consider how they want to enact their citizenship at the local, state, national, and international levels.

Topics for American Citizens to Be Aware Of (especially related to diversity and justice):

Shortened Syllabus Name: Johnson Amendment

Article Title: [How much does the Johnson Amendment curtail church freedom?](#)

Publication Outlet: The Conversation

Describes the Johnson Amendment and how it applies to nonprofits, including churches. Students become better informed citizens on a key policy issue that was at the forefront of the 2016 presidential election, and which is bound to resurface – the prohibition of electioneering among public charities.

Shortened Syllabus Name: LGBTQ Fostering

Article Title: [Supreme Court Rules Catholic Group Doesn't Have To Consider LGBTQ Foster Parents](#)

Publication Outlet: NPR

Describes a supreme court ruling that allows nonprofit foster care groups to reject LGBTQ foster parent applicants. We discuss whether nonprofits should be able to exclude groups in this way. Students become better informed citizens on a key policy issue directly related to recent bills in Ohio and other states.

Shortened Syllabus Name: Super PACs

Article Title: [US election: what are super PACs, and what role does money play in the race?](#)

Publication Outlet: The Conversation

Describes Citizens United supreme court decision and the impact on political campaigns. We debate whether Political Action Committees deserve to be treated as nonprofits. Students become better informed citizens on the issue of campaign finance.

Shortened Syllabus Name: Donor Advised Funds

Article Title: [Donor-advised funds: Charities with benefits](#)

Publication Outlet: The Conversation

Describes what Donor Advised Funds are and how they are regulated. We debate whether DAFs are a positive or negative innovation for the nonprofit sector. Students become better informed citizens on a key issue gaining congressional attention with several drafted bills. We discuss how it was a conversation during the most recent Tax Reform but was ultimately removed and is now coming up again.

Shortened Syllabus Name: The Bail Project

Article Title: [What Are Intended Impact and Theory of Change and How Can Nonprofits Use Them?](#) and [The Bail Project: Intended Impact and Theory of Change Case Study](#)

Publication Outlet: The Bridgespan Group (case report)

Describes The Bail Project, a nonprofit that helps people post bail when they have allegedly committed minor offenses so that these people can support their families and live their lives while they await trial. The case study describes the organization's theory of change and how they measure their progress. We discuss how nonprofits should or shouldn't measure progress and students become better informed citizens on incarceration.

Shortened Syllabus Name: Marijuana Revenue

Article Title: [Nonprofits Have an Unexpected New Source of Funding: State Marijuana Revenue](#)

Publication Outlet: The Chronicle of Philanthropy

Describes nonprofit organizations in California that are receiving greater state funding from taxes on marijuana sales. We discuss whether government funding is a good way to support nonprofit organizations. Students become better informed citizens on taxation and how tax funds can be used to support nonprofits without direct input from voters.



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Public Affairs 2150: Nonprofit Organizing for Diversity and Justice (3 cr)

Autumn 20XX

Monday & Wednesday 2:20 pm – 3:40 pm

Page Hall XXX

Instructor: XXX

Office: XXX

Contact: XXX

Teaching Assistant: XXX

Office Hours: XXX

Course Description

The nonprofit sector is one of the primary ways in which Americans engage in citizenship behaviors. Indeed, the nonprofit sector serves multiple vital roles in society, many of which are central to the advancement of a well-functioning democracy. These functions include the provision of social services, developing social capital, and facilitating civic engagement and activism. The sector has grown in diversity, size, sophistication, and influence over the past thirty years, and, as a result, there is an ever-growing body of research aimed at understanding the nonprofit sector. Through a combination of readings, writings, dialogic debates, and guest speakers, students will become informed nonprofit sector stakeholders and participants. They will understand the diversity of nonprofit causes and how nonprofits can aid justice.

General Education Fulfillment

This is a general education course. The related goals and expected learning outcomes are as follows:

Goal 1: INTELLECTUAL and COGNITIVE SKILLS: Successful students will demonstrate the intellectual and cognitive skills that prepare them to be engaged citizens and leaders for life.

- 1.1 Locate and select information sources that are credible, relevant and appropriate to the context.
- 1.2 Demonstrate critical and logical thinking by analyzing and integrating information from multiple sources and disciplines.
- 1.3 Read, listen, compose and speak in a variety of genres and modalities for a range of purposes and audiences.
- 1.4 Apply learned concepts and skills to new situations.

Goal 2: MODES OF INQUIRY: Successful students will engage with and apply a range of important modes of thought, inquiry and expression.

- 2.1 Analyze, explain and evaluate modes of thought, inquiry and expression current in art, cultural studies, design, history, literary studies, mathematics, natural sciences, philosophy, social sciences and technology.
- 2.2 Use methods of research, inquiry, creativity and discovery across disparate disciplines to generate and respond to socially and ethically important topics.

Goal 3: EDUCATED GLOBAL CITIZENSHIP: Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition in local, state, national and global settings.

- 3.1 Describe, analyze and discuss the institutions and the diverse cultural traditions of the United States and other nations, and issues of global interdependence.
- 3.2 Examine, critique and appreciate various expressions and implications of diversity, equity and inclusion, both within and beyond U.S. society.
- 3.3 Describe, analyze and critique the roles and impacts of human activity on both human society and the natural world.
- 3.4 Apply the knowledge, skills, attitudes and qualities of an interculturally competent global citizen in a range of contexts and across human differences.

Goal 4: EMOTIONAL, SOCIAL and PROFESSIONAL ABILITIES: Successful students will demonstrate skills and abilities needed for engaged citizenship and personal and professional growth.

- 4.1 Describe and apply skills needed to maintain resiliency and personal well-being in contemporary society.
- 4.2 Plan for personal, professional and career development.
- 4.3 Employ technology effectively and ethically to enhance academic, professional and personal life.
- 4.4 Appreciate and participate in a culture of engagement and service.
- 4.5 Work collaboratively with others to achieve shared goals.

Specifically, this course partially satisfies the Citizenship for a Diverse and Just World thematic pathway. The related goals and expected learning outcomes are as follows:

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

- 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

- 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

- 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Course Approach to Learning Objectives

This course examines nonprofit organizing as a form of citizenship. It draws on theories from disparate disciplines to demonstrate the diversity of the sector. The sector spans the arts, education, healthcare, human services, environmental sustainability, religion, and humanitarian relief. It is through nonprofit organizations like these that many Americans demonstrate their citizenship to their local area, state, country, and to the world. While the course primarily focuses on nonprofits in the United States, we also consider the impact of international nongovernmental organizations and philanthropy.

The course asks students to engage in multiple modes of inquiry and modalities:

- Dialogic Debate: Class time is partially spent discussing issues in the nonprofit sector, taking a critical stance that highlights matters of equity, power, and ethics.
- Taking a Position: Students write multiple position essays that take a stance on a controversial issue. These assignments require drawing on credible sources to develop logical arguments. One essay is written collaboratively in a group.
- Personal Reflection: Students write multiple reflection essays that encourage deep and critical contemplation. The essays lead students to a personal theory of social change that can guide their personal and professional development.

Required Materials & Resources

LeRoux, Kelly & Feeney, Mary K., (2015) Nonprofit Organizations and Civil Society in the United States. NY: Routledge. Print ISBN: 9780415661447. This required text is available for purchase at the Bookstore or online.

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books online.

TopHat. We will use TopHat, a remote response system, each day of class to review the reading material. All presentations will be posted for review and download via Top Hat following the class session. OSU provides TopHat to you free of charge, but you will need to create an account (if you don't have one) and determine whether you will participate via 1) web browser, 2) mobile app, or 3) SMS messaging. (If none of these are options for you, please contact me and we will find an alternative.) Here are instructions on how to register for and use TopHat: <https://resourcecenter.odee.osu.edu/top-hat/using-top-hat-students>

Our Course URL is: <https://app.tophat.com/e/229887>
And our Course Join Code is: 229887

Carmen. I will use Carmen to make announcements, post readings, grades, and feedback on assignments. I prefer to limit waste, for the sake of the environment, by printing few materials. All assignments should be submitted through Carmen

by the beginning of class on the date due (with the exception of the Final Exam, which will be completed on Carmen during the exam period).

Assignments & Grading

Your final course grade will be based on the following:

- 15% Attendance, Participation, & Contribution
- 10% “Looking Back” Reflection (Due: 9/13)
- 10% “Philanthropy” Reflection (Due: 10/27)
- 10% “Theory of Change” Reflection (Due: 12/8)
- 20% Group Position Paper (choice of dates; see course schedule)
- 20% Individual Position Paper (Due: 11/15)
- 15% Final Exam (12/15)

100% to 93%	A	< 83% to 80%	B-	< 70% to 67%	D+
< 93% to 90%	A-	< 80% to 77%	C+	< 67% to 60%	D
< 90% to 87%	B+	< 77% to 73%	C	< 60% to 0%	E
< 87% to 83%	B	< 73% to 70%	C-		

ATTENDANCE, PREPARATION, & CONTRIBUTION (+ ELECTRONICS)

Class attendance, participation, and preparation (AP&C) will contribute to your completion of this course. The following rubric will determine this portion of your grade:

1. TopHat Score, tracking attendance and preparation (80% of AP&C grade)

I will know if you are in attendance based on your answers to the TopHat reading questions, so do not answer TopHat questions unless you are present in class. Please complete readings prior to the date shown on the syllabus. (If you don't have your TopHat enabled device on a particular day of class, write your answers on a sheet of paper with your name at the top and return it to me before the end of class so that I can ensure you receive credit.)

 - 1 point for each question answered, 4 per class session
 - 1 point for answering the “graded” question correctly
 - I will give you one free absence without it affecting your grade
 - I will not excuse further absences, so if you expect to miss several classes for a health reason, please speak with a student advocate to request accommodations
2. Thoughtful Contributions in Class (20% of AP&C grade)

This class will be very interactive, so active contribution to class discussion and activities is an important aspect of your grade. A good contributor:

 - Pays attention: does not use devices during class (outside of Top Hat use) and makes eye contact with speakers
 - Contributes to class and/or debate regularly
 - Demonstrates preparation for the debate with informed comments
 - Builds upon contributions of others, showing interest and respect
 - Does not create distractions or go off on tangents, making space for others

Approximate Grade	100%	87%	83%	67%	60%
How many of the above criteria are met	All of the Above	4 of the Above	2-3 of the Above	1 of the Above	None of the above

I believe electronics can be effective learning tools and are positive ways to limit paper waste. Thus, I welcome you to use your laptop or tablet during class as long as it is being used appropriately. Phones can be distracting. Unless your phone is being used for TopHat questions, it should be safely stowed with the ringer muted.

PERSONAL REFLECTIONS

You will write three reflection papers in this course. They are opportunities to explore your personal values, interests, strengths, and preferences, and how they intersect with the nonprofit sector. You can find the rubric for your reflections on Carmen.

“Looking Back” Reflection:

This assignment asks you to reflect on the question: How have nonprofits impacted your life and values? Your reflection should be 700-1,000 words (12-point font, single-spaced) in addition to your “Nonprofit Table.” See Carmen for further instructions.

“Philanthropy” Reflection:

This assignment asks you a hypothetical question: If you had \$10,000 to donate, to which nonprofit organization(s) would you give it? Your reflection should be 700-1,000 words (12-point font, single-spaced). See Carmen for further instructions.

“Theory of Change” Reflection:

This final reflection asks you to consider how you want to engage with the nonprofit sector going forward by posing the question: What is your personal theory of change? Your reflection should be 700-1,000 words (12-point font, single-spaced). See Carmen for further instructions.

POSITION PAPER & ESSAY

Throughout the course we will engage in various debates affecting the nonprofit sector. These debates will expose you to a broad array of perspectives with an opportunity for critical thinking. The in-class dialogic debates, a group position paper, an individual position paper, and the final exam will teach you how to develop a position on a topic, present it convincingly, and support it with facts. This means you will need to do some research on the debate topic beyond the assigned (and advised) readings.

The goal of these position papers is to convince a member of the public of your position. For this reason, the essays are meant to be succinct, persuasive, and evidence-based. An outline for how to organize a position essay and the rubric for these assignments can be found on Carmen.

Group Position Paper:

At the beginning of the semester you will choose a group in the "People" section of Carmen and will (at the same time) sign up for one of the class debates (available debates are noted with an asterisk* in the below Class Schedule and appear in the group list in the "People" section). Papers are due the day your chosen debate is conducted in class, before class begins. You should not wait until the week before your deadline to begin researching and writing your group's position paper. Remember to cite sources for the facts you supply and include a Bibliography. Your paper should be a maximum of 1,500 words (12-point font, single-spaced), excluding the bibliography.

All group members are expected to contribute to the paper. After your assignment is submitted, each member of the group will be responsible for completing a peer evaluation of the members of your group. This evaluation will be conducted on Carmen and is due one week after your position paper is due. You earn 5% of this assignment's grade upon completion of the evaluation, 15% is allocated according to your group member's perception of your contribution, and the remaining 80% is a group grade for the paper using the position essay rubric.

Individual Position Paper:

You will write a position paper on the debate question: Should nonprofits be required to pay employees a "living wage"? Remember to cite sources for the facts you supply and include a Bibliography. Your paper should be a maximum of 1,500 words (12-point font, single-spaced), excluding the bibliography.

Final Exam:

The final exam will be in essay format, but due to time limitations it may be shorter than the other position essays you write this semester. You will be presented with a choice of two nonprofit-related debate questions and then be asked to take a position on one of them. You may access any of the course materials, but you will only have the duration of the exam session to write your essay. The Final Exam will be taken online via Carmen. The exam questions will be posted to the Assignments section of Carmen at 12:00 pm on 12/15 (our assigned exam period). You must submit your essay through Carmen by 1:45 pm, giving you 1 hour and 45 minutes to complete it.

Late Assignment Policy

Failing to submit assignments on time will result in a late penalty as follows. More than five minutes after the due time will be considered a day.

Penalty	5%	7%	10%	15%	20%
# of Business Days Late	1-2	3-5	6-10	11-20	21+

Writing, Style, and Citations

This course offers you an opportunity to improve your writing skills. By the time you graduate from OSU, you should be able to write succinctly, clearly, and thoughtfully. All written work for this class should be well organized, written, and edited. If you have concerns about your writing, consider using the OSU Writing Center's free services (<http://cstw.osu.edu/>).

All work should be original and use APA Style citations. Paraphrasing or quotation of other's works without proper attribution will not be accepted. When in doubt, include a citation. For help with citations, please see the University's online style guides available at <http://guides.osu.edu/citation>. The objective is for students to cite their work consistently and accurately.

Academic Integrity (Academic Misconduct)

(From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>)

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#)

and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's [*Code of Student Conduct*](#), Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [*Code of Student Conduct*](#) is never considered an "excuse" for academic misconduct.

Other sources on academic misconduct (integrity) to which you can refer include:
The Committee on Academic Misconduct: <http://oaa.osu.edu/coam.html>
Preserving Academic Integrity: <http://oaa.osu.edu/coamtensuggestions.html>
Eight Cardinal Rules of Academic Integrity: www.northwestern.edu/uacc/8cards.html

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Student Life Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Policy

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at <https://suicidepreventionlifeline.org/>. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/>.

Glenn College Diversity Values Statement:

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Sensitive Content Warning Statement

I do not expect this to be the case, but it is possible that some contents of this course may involve discussions that may be triggering to some students. If needed, please take care of yourself (leaving classroom to take a break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

FERPA and Privacy in CarmenZoom Statement

Video and audio recordings of class lectures will be part of the classroom activity. The video and audio recording is used for educational use/purposes and may be made available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

Class Schedule

L&F refers to the LeRoux and Feeney text; All other readings are posted to Carmen

- *READ/WATCH: Top Hat questions will be asked about these materials.*
- *ADVISED: These inform the debate or are useful to a future assignment.*
- *OPTIONAL: These are short, timely readings to deepen your understanding.*

Date	Topic / Reading	Assignment Due Dates
Wed 8/25	Introductions: Course, Instructor, Students	
DEFINING THE NONPROFIT SECTOR & CIVIL SOCIETY <i>What is the nonprofit sector and a nonprofit organization?</i>		
Mon 8/30	Defining "Nonprofit" <i>READ: L&F pp 3-21</i> <i>READ: Humanity Sector</i> <i>READ: Start a Nonprofit</i>	
Wed 9/1	Differentiating the Nonprofit Sector <i>READ: L&F pp 22-35</i> <i>READ: Charter Schools</i> <i>OPTIONAL: Columbus Zoo</i>	
HISTORICAL & LEGAL FOUNDATIONS OF THE NONPROFIT SECTOR <i>What are the roots of the nonprofit sector?</i>		
Wed 9/8	Nonprofit History <i>READ: L&F pp 40-63</i> <i>READ: Gospel of Wealth</i> <i>OPTIONAL: Confederate Donors</i>	Bring Your "Nonprofit Table" Draft to Class
Mon 9/13	Legal Foundations <i>READ: L&F pp 63-74</i> <i>WATCH: IRS on Staying Exempt</i> <i>ADVISED: Hate & Tax Exempt Status</i> <i>OPTIONAL: NRA Bankruptcy</i>	"Looking Back" Reflection Due 9/13
	Debate: Should hate groups have nonprofit status?	
Wed 9/15	Tax Exemption <i>READ: Charitable Donation</i> <i>READ: Charitable Deduction</i> <i>ADVISED: PILOTs 101</i> <i>OPTIONAL: Charity Scams</i>	
	Debate: Should nonprofits have to pay local taxes?	
Mon 9/20	Faith-based Organizations (FBOs) <i>READ: Faith-Based Organizations</i> <i>READ: Johnson Amendment</i> <i>ADVISED: LGBTQ Fostering</i> <i>OPTIONAL: US Congregations</i>	
	Debate: Should FBOs be allowed to reject participants on the basis of their beliefs?	
THEORIES OF THE NONPROFIT SECTOR <i>Why, if at all, do we need the nonprofit sector?</i>		
Wed 9/22	Economic Theories <i>READ: L&F pp 79-95</i> <i>READ: Charity & Journalism</i> <i>ADVISED: Nonprofit News Revolution</i>	
	Debate: Is nonprofit journalism a good solution for the news industry?	
Mon 9/27	Non-Economic Theories <i>READ: L&F pp 95-102</i> <i>READ: Super PACs</i> <i>OPTIONAL: NRA Bundle</i>	
	Debate: Should Political Action Committees (PACs) be treated as nonprofits?	

NONPROFITS & COMMUNITY BUILDING		
<i>What is the relationship between nonprofits and our communities?</i>		
Wed 9/29	Community-based Organizations (CBOs) <i>READ: L&F pp 109-122</i> <i>READ: Cleveland Clinic</i> <i>OPTIONAL: Native-Led Fund</i>	
	Debate: Should donors be able to support whatever they choose or should tax deduction be linked to providing support for the needs of their community?	
Mon 10/4	Social Capital <i>READ: L&F pp 117-135</i> <i>READ: Bowling Alone</i> <i>ADVISED: National Service</i>	
	Debate: Should American young adults be required to give a year of service?	
Wed 10/6	Volunteerism <i>READ: L&F pp 142-165</i> <i>ADVISED: Warm Glow</i>	
	Debate: Are the motives of any volunteer or philanthropist purely altruistic?	
FUNDING THE NONPROFIT SECTOR		
<i>What is the impact of funding and its sources on the nonprofit sector?</i>		
Wed 10/13	Foundations <i>READ: L&F pp 169-184</i> <i>READ: Getting the Grant 101</i> <i>ADVISED: Payout During Crisis</i>	
	Debate*: Should the minimum annual payout (of 5%) for foundations be raised?	
Mon 10/18	Philanthropy <i>READ: L&F pp 184-197</i> <i>READ: Nonprofit Starvation Cycle</i> <i>ADVISED: Unrestricted Funding</i> <i>ADVISED: Theory of Change</i>	
	Debate*: Should donors be allowed to restrict their gifts?	
Wed 10/20	Social Justice & Charity <i>READ: Shifting Philanthropy</i> <i>READ: Social Justice Philanthropy</i> <i>OPTIONAL: MacKenzie Scott</i>	
	Debate*: Are donations better spent on social justice or charity efforts?	
Mon 10/25	New Ways to Give <i>READ: New Philanthropy</i> <i>READ: Donor Advised Funds</i> <i>OPTIONAL: Crypto Gifts</i>	
	Debate*: Are donor advised funds a positive or negative innovation for the sector?	
Wed 10/27	Government Funding <i>READ: Contracts & Grants</i> <i>READ: Government-funded Nonprofits</i> <i>ADVISED: Marijuana Revenue</i> <i>OPTIONAL: COVID Federal Support</i>	"Philanthropy" Reflection Due 10/27
	Debate*: Should the government fund nonprofits?	
Mon 11/1	Earned Income & Social Enterprise <i>READ: Hybrid Organizations</i> <i>READ: Profit in Nonprofit</i> <i>ADVISED: Taking Care of Business</i> <i>OPTIONAL: Freedom a la Cart</i>	
	Debate*: Should social enterprises be organized as nonprofits or businesses?	
NONPROFITS, POLITICS, & ACTIVISM		
<i>What is the role of nonprofits in creating political and/or social change?</i>		

Wed 11/3	Nonprofit Advocacy & Lobbying <i>READ: L&F pp 205-243</i> <i>ADVISED: Nonprofit Advocacy</i>	
	Debate: Should policy encourage charities to lobby government representatives?	
Mon 11/8	Social Movement Organizing <i>READ: L&F pp 248-276</i> <i>ADVISED: KAHEA</i> <i>ADVISED: Agitate, Innovate, Orchestrate</i> <i>OPTIONAL: Black Lives Matter</i>	
	Debate: Is it acceptable for activists to break the law?	
THE ECONOMIC CONTRIBUTIONS OF NONPROFITS <i>What is the relationship between nonprofits and our economy?</i>		
Wed 11/10	Nonprofits as Employers <i>READ: L&F pp 281-288</i> <i>READ: Thinking About a Nonprofit Job?</i> <i>ADVISED: Million-Dollar Compensation</i>	
	Debate: What salary (\$) for a nonprofit executive is too much?	
Mon 11/15	Nonprofits & the Economy <i>READ: L&F pp 289-306</i> <i>READ: Arts & Economic Impact</i> <i>ADVISED: Rising Minimum Wage</i> <i>OPTIONAL: Overworked</i>	Individual Position Paper Due 11/15
	Debate: Should nonprofits be required to pay employees a “living wage”?	
THE FUTURE OF NONPROFITS & CIVIL SOCIETY <i>What trends are impacting the future of the nonprofit sector?</i>		
Mon 11/22	Demographics & Social Issues <i>READ: L&F pp 313-325</i> <i>READ: Racial Bias in Philanthropy</i> <i>ADVISED: Dismantling Inequality</i>	
	Debate: Is philanthropy a good way to reduce inequality?	
Mon 11/29	Dependence & Accountability <i>READ: L&F pp 325-334</i> <i>READ: The Bail Project</i> <i>ADVISED: Impact Evaluation Opinion</i>	
	Debate: Does quantifying impact help nonprofit organizations?	
Wed 12/1	Globalization & Nongovernmental Orgs <i>READ: Comparative Perspectives</i> <i>READ: Voluntourism</i> <i>OPTIONAL: TOMS Shoes</i> <i>OPTIONAL: Malnourished Ugandan Kids</i>	
	Debate: Is international philanthropy a form of contemporary colonialism?	
Mon 12/6	Blurring Business Boundaries <i>READ: L&F pp 334-344</i> <i>READ: The Pitfalls of Profits</i> <i>ADVISED: A Corporate Executive’s Guide</i>	
	Debate: Is nonprofit marketization a positive or negative trend for the sector?	
Wed 12/8	Wrapping Up & Review	“Theory of Change” Reflection Due 12/8
Wed 12/15	Final Exam 12:00 pm – 1:45 pm	

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)