

## 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.

**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 Introduction to Nonprofit Organizations  
Transcript Abbreviation Intro Nonprof Org  
Course Description The nonprofit sector serves multiple vital roles in society, many of which are central to the advancement of a well-functioning democracy, including the provision of social services, developing social capital, and facilitating civic engagement. This course introduces students to the world of nonprofit organizations, in particular those whose missions address social issues and public service.  
[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*

**COURSE CHANGE REQUEST**  
2150 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
03/22/2022

**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**

- 2150 Syllabus for GE Submission.docx: Syllabus  
*(Syllabus. Owner: Adams,Christopher John)*
- PUBAFRS2150.pdf: GE Theme Description  
*(Other Supporting Documentation. Owner: Adams,Christopher John)*

**Comments**

**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
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/20/2022 01:51 PM	ASCCAO Approval



**THE OHIO STATE UNIVERSITY**

**JOHN GLENN COLLEGE OF PUBLIC AFFAIRS**

**Public Affairs 2150: Introduction to Nonprofit Organizations (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 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. The sector has grown in size, sophistication, impact, 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, as well as attempts to professionalize the field. Through a combination of readings, writings, discussions, and guest speakers, students will become informed citizens and stakeholders of the nonprofit sector.

**General Education Course Objectives**

This course satisfies the Citizenship for a Diverse and Just World thematic pathway of the General Education curriculum. The 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.

### **Specific Course Objectives**

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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

### **Required Materials & Resources**

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**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](http://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**

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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

<b>Approximate Grade</b>	100%	87%	83%	67%	60%
<b>How many of the above criteria are met</b>	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.

<b>Penalty</b>	<b>5%</b>	<b>7%</b>	<b>10%</b>	<b>15%</b>	<b>20%</b>
<b># of Business Days Late</b>	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](http://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.

## **Accommodations for Students with Disabilities**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

## **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](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10<sup>th</sup> 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.*

<b>Date</b>	<b>Topic / Reading</b>	<b>Assignment Due Dates</b>
Wed 8/25	Introductions: Course, Instructor, Students	
<b>DEFINING THE NONPROFIT SECTOR &amp; CIVIL SOCIETY</b> <i>What is the nonprofit sector and a nonprofit organization?</i>		
Mon 8/30	Defining “Nonprofit” <i>READ: L&amp;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&amp;F pp 22-35</i> <i>READ: Charter Schools</i> <i>OPTIONAL: Columbus Zoo</i>	
<b>HISTORICAL &amp; LEGAL FOUNDATIONS OF THE NONPROFIT SECTOR</b> <i>What are the roots of the nonprofit sector?</i>		
Wed 9/8	Nonprofit History <i>READ: L&amp;F pp 40-63</i> <i>READ: Gospel of Wealth</i> <i>OPTIONAL: Confederate Donors</i>	<b>Bring Your “Nonprofit Table” Draft to Class</b>

Mon 9/13	Legal Foundations <i>READ: L&amp;F pp 63-74</i> <i>WATCH: IRS on Staying Exempt</i> <i>ADVISED: Hate &amp; Tax Exempt Status</i> <i>OPTIONAL: NRA Bankruptcy</i>	<b>“Looking Back” Reflection Due 9/13</b>
	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?	
<b>THEORIES OF THE NONPROFIT SECTOR</b> <i>Why, if at all, do we need the nonprofit sector?</i>		
Wed 9/22	Economic Theories <i>READ: L&amp;F pp 79-95</i> <i>READ: Charity &amp; 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&amp;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?	
<b>NONPROFITS &amp; COMMUNITY BUILDING</b> <i>What is the relationship between nonprofits and our communities?</i>		
Wed 9/29	Community-based Organizations (CBOs) <i>READ: L&amp;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&amp;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&amp;F pp 142-165</i> <i>ADVISED: Warm Glow</i>	
	Debate: Are the motives of any volunteer or philanthropist purely altruistic?	
<b>FUNDING THE NONPROFIT SECTOR</b> <i>What is the impact of funding and its sources on the nonprofit sector?</i>		
Wed 10/13	Foundations <i>READ: L&amp;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&amp;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 &amp; Grants</i> <i>READ: Government-funded Nonprofits</i> <i>ADVISED: Marijuana Revenue</i> <i>OPTIONAL: COVID Federal Support</i>	<b>"Philanthropy" Reflection Due 10/27</b>
	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?	
<b>NONPROFITS, POLITICS, &amp; ACTIVISM</b> <i>What is the role of nonprofits in creating political and/or social change?</i>		
Wed 11/3	Nonprofit Advocacy & Lobbying <i>READ: L&amp;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&amp;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?	
<b>THE ECONOMIC CONTRIBUTIONS OF NONPROFITS</b> <i>What is the relationship between nonprofits and our economy?</i>		
Wed 11/10	Nonprofits as Employers <i>READ: L&amp;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&amp;F pp 289-306</i> <i>READ: Arts &amp; Economic Impact</i> <i>ADVISED: Rising Minimum Wage</i> <i>OPTIONAL: Overworked</i>	<b>Individual Position Paper Due 11/15</b>
	Debate: Should nonprofits be required to pay employees a "living wage"?	

<b>THE FUTURE OF NONPROFITS &amp; CIVIL SOCIETY</b> <i>What trends are impacting the future of the nonprofit sector?</i>		
Mon 11/22	Demographics & Social Issues <i>READ: L&amp;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&amp;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&amp;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	<b><i>"Theory of Change" Reflection</i></b> <b><i>Due 12/8</i></b>
Wed 12/15	<b><i>Final Exam 12:00 pm – 1:45 pm</i></b>	

# 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)