PHST P664
Philanthropy and Nonprofits in Society I
Syllabus, Fall 2012, vsn 1.0

COVERAGE AND SCHEDULE SUBJECT TO CHANGE: Changes will be posted as an announcement on oncourse.

Course Objectives: This course is the first half of a two-semester sequence, followed by PHST P665 (pending approval). These required courses provide a broad overview of core findings about philanthropy and nonprofit organizations from the various social science and management disciplines, along with more focused examination of selected active research topics. Students whose doctoral minor and intended thesis topic lie in the humanities will enhance their cross- and multi-disciplinary literacy. The goal for these students is to prepare them to teach a broad range of courses in future academic employment. Others will receive an overview, with selected topics covered in depth, designed to prepare them for a career conducting and/or employing social scientific and/or management research.

We define the social sciences broadly as including research-based contributions to nonprofit management and behavioral sciences. Here are some of the disciplines on that list: economics, sociology, anthropology, political science, public administration, organizational behavior, psychology, linguistics, social neuroscience, geography, regional science, managerial science, marketing science, accounting, operations research, human resources, demography, communications studies. Some of the disciplines classified as humanities employ social scientific methods (for example, cliometrics applies statistical tools to historical data; religious or legal studies also use methodologies from both kingdoms) and may be cautiously employed in our course.

Beyond understanding key findings in the social sciences, we hope to develop your understanding of the social scientific research process so that you are able to assess the rigor and validity of new research from social scientists. Upon successful completion of this course, the student will be able to:

• Understand major works in the nonprofit and voluntary sector literature that take a social- or management-scientific perspective.

• Analyze theories used to explain philanthropic and nonprofit organizational behaviors and describe the roles that donors, volunteers, and nonprofit organizations play in society.
• Know where to begin in designing courses and curricula for educational programs in Philanthropic Studies or Nonprofit Management outside the student’s field of specialization.

• Critically evaluate published research using a variety of research tools common to the social sciences.

• Identify gaps in the research base.

**Core Topics:** The sequence will include the following core topics each year. Student presentations can follow with more in-depth examination of selected aspects of these topics or with topics not on this list. Topics followed by (I) are normally taught in the first semester of the sequence, but variations may be necessary to accommodate guest lecturers.

Giving and Volunteering: Economic models (I)
Giving and Volunteering (and other pro-social behaviors): Psychological Models (I)
Giving and Volunteering: Anthropological Perspectives (I)
Giving and Volunteering: Econometric Studies (I)
Giving and Volunteering: Experimental Studies P664 (I)

Social Capital (II)
Civil Society (II)
Advocacy and Social Movements (II)

Three-Failures Theory (I)
Economic Models of Nonprofit Organizations (I)
Organizational Theory: Scott’s three perspectives (II)
Organizational Theory: Organizational Ecology models (II)
Organizational Theory: Neo-Institutional models (II)
Organizational Theory: Networks (II)

Relations among the Nonprofit, For-Profit, and Government sectors (II)
Governmental Policy regarding Philanthropy and Organizations (II)

Governance of nonprofit organizations (II)
Nonprofit Revenue Streams (II)
Nonprofit Entrepreneurship and Enterprise (II)

**Additional Topics:** This list is suggestive, not exhaustive. These are topics that will be presented sporadically, based on student and faculty interests.

Cross-Cultural Philanthropy
Philanthropy and Religion
Genetic Influences on Pro-Social Behaviors
Gender and Philanthropy
National Service; Stipended Volunteering
Service Learning
Effects of Giving and Volunteering on the Donor
Quality of Data on Giving and Volunteering

Nonprofit Finance: Fundraising
Nonprofit Finance: Capital Budgeting
Nonprofit Finance: Portfolio Design
Nonprofit Finance: Pricing and Rationing

Nonprofit Accounting Research
Nonprofit Marketing and Social Marketing

Nonprofit Management: Boards
Nonprofit Management: Strategic Planning
Nonprofit Management: Evaluation and Measurement Issues
Nonprofit Management: Human Resources

Organizational Culture, Mission, Mission Drift
Power and Dominance
Agency Theory and Nonprofits
Transactions Costs Models of Nonprofits
Club Theory and Nonprofits
Membership Organizations

Quality of Data on Organizations

Cross-Sectoral Comparisons: Behavior
Cross-Sectoral Comparisons: Performance

Affiliative and Expressive Functions of Nonprofit Organizations
Nonprofits and the Distribution of Income and Wealth
Preference Shaping by Nonprofits
Pluralism, Innovation, and other Nonprofit Roles

Related Organizational Types: Consumer and Producer Cooperatives, Worker-Managed Firms, Hybrid Organizations, Trusts

Subsector Issues: Education
Subsector Issues: Religion
Subsector Issues: Foundations and Other Intermediaries
Subsector Issues: NGOs
Subsector Issues: Welfare
Subsector Issues: Health
Subsector Issues: Arts and Culture
Subsector Issues: Research
Subsector Issues: INGOs

Public Policy: Individual Taxes
Public Policy: Entity Taxes
Public Policy: Corporate Law
Public Policy: Fundraising Regulation
Public Policy: Antitrust
Public Policy: Accountability and Fraud
Public Policy: Contracting Out
Public Policy: Conversions, Hybrid Organizations, Partnerships
Public Policy: Regulating Capital
Public Policy: Regulating Executive Compensation

International Comparisons

Text: There is no required text for this course. Required and optional readings will be drawn from academic journals.

Course Organization

Because classes meet for double long once a week, we will have two lectures per class period. The course will begin with faculty-led lectures and discussion of core topics listed on this syllabus. Students will pick lecture topics that they wish to lead early in the semester, and student-led lectures and discussions will fill the balance of classes. Students should plan on either amplifying one or more of the core topics (presenting a more in-depth look at one aspect of the topic) or on presenting a non-core topic for their turn.

Evaluation

Seminar Presentations 30%
Classroom Participation 10%
Assignments 20%
Exams on core topics: 40%

Seminar Presentations: Seminar leaders have the following responsibilities: selection of readings, in-class presentation, preparation of handouts, developing review questions, and commenting on the answers to these review questions submitted by your classmates.
a) Selection of readings. You will assign two required readings to the rest of the class, and may suggest additional optional readings. I suggest you clear your choices with me prior to finalizing them. Readings must be posted on oncourse by late Wednesday of the week preceding your presentation so that everyone has time to read them carefully. Typically, one of those papers will be a survey of the literature and the other will be an article in a refereed academic journal representing new research. (If no suitable survey of the literature is available, both articles can present new findings.) Some suggestions for readings on each topic are found below, but you can also locate and select your own readings and can consult with the faculty or other students in making your choices.

b) In-class presentation. We do not expect you to become an expert on your topic, but rather to begin development of expertise by reading around 4 articles in addition to the two you assign us. Your presentation should be designed to take no more than 1 hour so there will be time for questions and general discussion. Ability to synthesize several papers, rather than just outlining the points made, is valued. We will look for understanding of what the main issues are in the selected area, what we know or think we know about these issues, and what we don’t know (or are incorrect in thinking we know) but can and should try to find out.

c) Handouts. To assist you in your presentation, you should prepare a set of lecture notes or power-point-type slides. You may also want to add a brief annotated bibliography, telling us a little about the other articles you read and possibly a few of the widely cited key articles summarized in your other readings.

d) Review Questions. To help your classmates retain what they have learned from your presentation, you will write two review questions. In most cases, one of these review questions should require your classmates to reflect on an integrating theme such as how your analysis relates to other topics in philanthropic study. Another kind of integrating question would ask whether any of the results you summarize ought to belong in the common core of literature that everybody in philanthropic studies should be familiar with. The other question should be about research findings or methodology of the material in the required readings and handouts.

e) “Grading” the answers to review questions. Well, we don’t want some students to assign a letter grade to other students – that is no way to build enduring social networks and social capital. Instead, the seminar leader will be responsible for reading everybody’s answers to the review questions they assigned, and writing constructive comments back to the authors.

f) Overall. Each presentation will be evaluated with respect to six criteria: literature depth and breadth, attention to nuances in the literature (precise formulations of ideas, hypotheses, and conclusions contained in the literature), lessons for
philanthropic studies generally, quality of handouts (including clarity and organization), quality of oral presentation and classroom management of discussion.

Classroom Participation. It is important to attend this class regularly, do the required readings in advance of the seminar, and actively participate in the discussion of topics. In some cases, your discussions with seminar leaders will precede the classroom meeting and extend past the end of class, and I will try to take this form of participation into account, hard as it is to assess.

Miscellaneous Policies: Click the Campus Course Policies tab on Oncourse for further details about any of these.

• Plagiarism is the violation of academic expectations about using and citing sources. IUPUI policies prohibiting plagiarism will be enforced.
• Adaptive Educational Services (AES) provides accommodations for students with special challenges or disabilities that may affect their classroom performance. If you are eligible you may register with AES by calling 274-3241. Visit http://www.life.iupui.edu/aes/ for more information.
• CAPS: If you find that life stressors are interfering with your academic or personal success, consider contacting Counseling and Psychological Services (CAPS). All IUPUI students are eligible for counseling services at minimal fees. CAPS also performs evaluations for learning disorders and ADHD; fees are charged for testing. CAPS is located in UN418. For more information, see the CAPS web-site at: http://www.life.iupui.edu/caps/ or call them at 274-2548.
• University Writing Center: The UWC provides free assistance to students at any stage of the writing process. Please visit them for friendly advice about your writing assignments. Call 274-2049 or stop by CA 427 to make an appointment. Visit them online at http://www.iupui.edu/~writectr/

Course Schedule (Preliminary):

* indicates required

August 20

Introduction

Methodologies: Statistics

Readings: If you need more than the lecture notes, any intro to statistics text is ok.
Assignments: Problem set. Vocabulary quiz.

August 27
Methodologies: Survey Methods: (Guest Lecturer Dr. Leech, Sociology and Survey Research Center)


Assignments: TBA.

Methodologies: Experiments


*Daniel Friedman and Shyam Sunder. 1994. Experimental Methods: A Primer for Economists, Chapters 1-3. (Not yet sure whether this will be required – stay tuned). You might want to buy the whole book – used copies as low as $21 on Amazon.


Assignments: Guided example of experimental design.

September 3: Labor Day (No class)

September 10

Methodologies: Social Science Models
No readings beyond lecture notes. No Assignments.

Methodologies: Game theory


Assignment: Problem Set.

September 17

Methodologies: Regression Methods

Readings: Jeffrey M. Wooldridge, *Introductory Econometrics: A Modern Approach* (4th ed). A fifth edition is coming soon. Chapters 1 - 3 are most relevant to the class notes, but more detailed and a bit more technical and some topics are located elsewhere in the book.


September 24

Methodologies: Selected Topics in Quantitative Analysis

Readings: Wooldridge covers most of this, as a supplemental text. Angrist and Pischke covers some more advanced aspects of causality in a regression framework. Neither are required.

Assignments: None.

Methodologies: Psychometric Scales, Factor Analysis. (Guest lecturer Dr. Hatcher, Center for Service and Learning and PHST)

Readings and Assignments, if any, TBA

Publicly-available Data Sets for Philanthropic Studies. (Possible Guest Lecturer, TBA)

Readings and Assignments TBA
October 1

*Methodologies: Selected Qualitative Methods.* (Guest lecturer Dr. Huehls, Philanthropic Studies Faculty and Librarian.)

Readings and Assignments: TBA

*Methodologies: Field Work.* (Guest lecturer Dr. Osili, Economics and PHST)

Readings and Assignments: TBA

*Evaluating Research Publications*

No readings or assignments.

October 8

*Giving and Volunteering: Economic Models*


*Andreoni, James. “Philanthropy” In Handbook on the Economics of Giving, Reciprocity, and Altruism, (hereinafter GRA)*

*Laura Leete, Work in the Nonprofit Sector. In P&S. Section on volunteering required.*


October 15: Fall Break. (no class)

October 22

Giving and Volunteering: Models from Sociology


Elster, “Altruism and Social Norms”, in *GRA*


Giving and Volunteering: Models from Psychology (Guest Lecture, Jen Shang, SPEA and PHST and University of Bristol)

Readings: TBA

October 29
Giving and Volunteering: Econometric Evidence


Schokkeart. “The Empirical Analysis of Transfer Motives”, in GRA.


NOTE: stay tuned. At least one of the last 3 papers is likely to become required.

Giving and Volunteering: Experimental Evidence


November 5

Three-Failures Theory

*James, Estelle. Why Do Different Countries Choose a Different Public-Private Mix of Educational Services?, Journal of Human Resources 28#3, 1993, pp. 571-592


Gronbjerg, K. and Smith S. R. “The Scope and Theory of Government/Nonprofit Relations, ” In P&S


Brown and Slivinski, “Nonprofits and the Market” in P&S

Mark Schlesinger, Mismeasuring the Consequences of Ownership: External Influences and the Comparative Performance of Public, For-Profit, and Private Nonprofit Organizations, in Powell and Clemens.

Philip Mirvis, "The Quality of Employment in the Nonprofit Sector: An
Economic Models of Nonprofit Organizations

Readings: *Bilodeau, Marc and Richard Steinberg. "Donative Nonprofit Organizations." In *Handbook on the Economics of Giving, Reciprocity, and Altruism, Vol. 2*, edited by S.-C. Kolm, and J. Mercier Ythier (only selected pages will be required)

*Estelle James, "How Nonprofits Grow," in Rose-Ackerman, ed., *The Economics of Nonprofit Institutions.*


Glaeser and Schleifer 2001. Not-for-Profit Entrepreneurs. *Journal of*


November 12

Student Presentations

November 19

Student Presentations

November 26

Student Presentations

December 3

Student Presentations

December 10

Student Presentations

Final Exam: Date, Time, and Room TBA. During finals week.