

# **NPLD 784-001 2021C**

## **The Nonprofit Sector: Concepts and Theories**

September 1<sup>st</sup> – November 3<sup>rd</sup>, 2021

Synchronous Sessions: Wednesdays, from 8:30-10:00 a.m. EST

(There will be no class on Yom Kippur – September 15<sup>th</sup>)

Zoom Link to Synchronous Sessions: <https://upenn.zoom.us/j/99739796935?pwd=VCtTYW9WaW5FV0xFWFZVc2ZVVTRPdz09>

### **Instructors Information**

#### **Instructor**

Name: Ram A. Cnaan

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#### **Teaching Assistant**

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#### **Video Lecturer**

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## Course Description

Nonprofit organizations are ubiquitous. They impact almost every area of society. From health care to homeless shelters, from education to the environment, nonprofits provide services, promote legislation, protect rights, and produce public and private goods. This class will survey the entire nonprofit sector, to gauge its vast scope and multiplicity. The course will also cover various concepts and theories related to the nonprofit sector. These concepts and theories come from a variety of academic fields, including economics, sociology, political science, psychology, law, and public administration. We will cover the basic voluntary behaviors associated with nonprofit organizations, such as volunteering and charitable giving. We will also cover the basic concepts associated with nonprofit management, like board governance and fiduciary duties.

## Course Objectives

The Nonprofit Sector: Concepts and Theories is a core class for students concentrating in nonprofit leadership. At the conclusion of this course, you should be able to:

- Understand the evolution and theories explaining the composition of the nonprofit sector.
- Understand the size, structure and importance of the philanthropic, nonprofit and voluntary sector, in the United States and around the globe.
- Be able to identify the various sub-sectors and their unique functions and attributes.
- Possess a general knowledge of the various scholarly theories and concepts that explain the existence and functioning of the sector.

## Course Materials

All required readings (including book chapters, scholarly articles, etc.) will be posted on Canvas in the Modules for each class. Optional/supplemental readings will also be posted. The following text is optional but may be useful, especially for those students opting to write a research paper as their final project for this course [available as an e-book through the Penn library]:

- Powell, W. W., & Steinberg, R. (Eds.) (2006). *The nonprofit sector: A research handbook 2nd Ed.* New Haven, CT: Yale University Press.

## Assignments and Weights

### 1. *In-Class Participation (15%)*

Each week, you will be asked to focus on different readings and/or cases to prepare for our in-class discussion.. Your in-class participation is graded on your completion of pre-session items, as well as your engagement during the session.

Make-up assignments will substitute for in-class participation if you have to miss a session, but all pre-session materials will still be required, even if you have to miss a session. Make-up assignments are due by 11:59 p.m. on the Tuesday following the missed session.

### *In-Class Discussion Moderator / Scribe*

Each student is required to serve in a pair as a moderator/scribe team for an in-class breakout room discussion during weeks 3, 4, or 5. This counts towards the in-class participation grade. The moderators are responsible for generating content and preparing discussion questions for their group based on the readings, course topics, news stories related to nonprofit management, etc. that will contribute to a fruitful conversation, and generally facilitating the dialogue. Each moderator is also required to write and submit their own one-page general synopsis of the group discussion by the following Tuesday at 11:59pm.

### 2. *Online Discussions (20%)*

Five times during the semester, you are expected to participate in the class online discussions. These are weekly reflections of the reading and videos of the week and how they inform your knowledge of the nonprofit sector. In every session in the course calendar, there are recommended ideas for the weekly posting. These are not questions to be answered and not all of them must be discussed. These are suggestions of how to fashion your posting. You can decide to focus on one or few of these ideas and develop them with clear references to the relevant week's readings and videos (and even for readings and videos from past weeks).

In addition, a good discussion post also introduces a new idea, responds critically and thoughtfully to an existing post (without restating what the other person has said in different words), and/or connects course content to professional and personal experience as well as class or others reading.

### 3. *In-Class Sub-sector Presentation (15%)*

You will work **in groups of 2-3** to present on a sub-sector of the nonprofit sector. Each group will present on *one* of the following sub-sectors:

- Arts, culture, and humanities
- Education and research
- Environment and animals
- Health services
- Human services
- Public and societal benefit
- Religion
- Mutual/member benefit
- Professional associations
- Think tanks
- Sport and recreation

The presentations should include:

- An overview of the size and scope of the sub-sector, including statistics about the number of organizations, revenue, employment, and other important and/or interesting information.
- Distinguishing features of the nonprofits in that sub-sector, including some of the unique challenges, characteristics, policy issues, functions, and/or inter-sector dynamics.
- One example organization, to highlight some of the key features of the sub-sector and should also be used to contrast with other types of organizations that may also fall within that sub-sector.
- Each presentation will be 15 minutes each, with 5 minutes for critical questions.
- Group assignments with topics and presentation dates are posted [here](#), and presentations will be made in Weeks 3 through 6 (9/22, 9/29, 10/6, and 10/13).

You should choose your partner and the sub-sector to present no later than Thursday, September 9 and will be assigned a week to produce your presentation no later than Sunday, September 12. First come, first served.

#### 4. *Individual Concept/Theory Presentation* (10%)

You will pick one concept or theory from the list below and record an asynchronous presentation in which you teach this concept to your classmates. You will upload your presentation to Canvas by the end of the week assigned by the class instructor.

You should choose your topic no later than Wednesday, September 8 and will be assigned a week to produce your presentation no later than Monday, September 13. First come, first served.

This will be a public discussion post so that your classmates can view your presentation and comment. Your presentation should be 5-10 minutes in length and can make use of slides/visuals. A good way to do this is to record yourself presenting a slide deck on Zoom, or by using the free version of Screencast-O-Matic, available [here](#).

You should draw on the assigned readings for the week to help you prepare your presentation, but you are also encouraged to use outside reading/sources. Cite all sources referenced on the final slide of your presentation (APA style).

Topics for selection:

Voluntary associations	Government failure	Collaboration
Nonprofit corporation	Market failure	Public-private partnership
Public charity	Voluntary failure	Board of Directors
501 (c)(3)	Philanthropy	Executive Director
501 (c)(4)	Charitable giving	Fiduciary responsibilities
Volunteerism	Price of giving	Advocacy
Volunteer motivation	Warm-glow	Lobbying
Episodic Volunteering	Intergenerational wealth transfer	Corporate social responsibility
Pro-social behavior	NGO / INGO	Private foundation
Charitable purpose	Charitable trust	Operating foundation
Nondistribution constraint	Social enterprise	Community foundation
Tax-exemption	Benefit corporation	Donor-advised fund
Tax-deductibility	Nonprofit-government relations	The commons
Charity video games	Hybrid organizations	Social impact bonds

## 5. Final Assignment (40%)

The final assignment consists of three options: 1) research paper; 2) policy brief; or 3) multimedia project. The specific instructions for each option will be listed on the assignment page.

### Final Assignment Prospectus (5%)

You will decide which option you would like to pursue for the final project. Then, you will prepare a one-page proposal outlining your project or paper idea with 2-3 key references. The prospectus will help me to make sure you are on track for the final assignment and will give me an opportunity to provide you with guidance and feedback. You are also encouraged to seek informal peer review from your classmates on your ideas throughout the semester (optional and ungraded). I can set up a space in Canvas for peer review, if folks are interested and need space for engagement. I also recommend Google Docs and Slides.

The prospectus will be due at the end of Week 4, on Sunday, October 3, by 11:59 p.m. EST. Feedback will be provided in writing during Week 5 to give you time to adjust or address concerns as needed.

### Final Assignment Presentation (5%)

You will present your final project or paper during week 7 and 8 of the semester (Wednesday, October 20, and Wednesday, October 27, from 8:30-10:00 a.m. EST). Each of you will have 10 minutes to present your ideas and project/paper, and then 5 minutes for questions/feedback. You will not be graded on the completeness of your project but rather the quality of the presentation and your level of preparedness (relative to the date you have been assigned), meaning that I expect to see you prepared to share what you're working on in a clear, thoughtful way, to discuss any background readings/contexts that are relevant, and to have thought about questions to ask your peers that can help you as you finish your project.

### Final Assignment (30%)

Each student is expected to write a final paper on a topic related to key issues in the nonprofit sector and how and why this sector unique and important. You can

focus on any conceptual issue unique to this sector or elaborate on any sub-sector (that you did not present in class).

The paper must be logically argued and well copy-edited before submission.

Paper specifications:

- Seven to ten-pages of text, double spaced
- Additional page(s) of bibliography list (and if needed photos or appendixes)
- Please use one-inch margin on all sides and 12 fonts.

10+ references with at least half from the course bibliography; more optional.

The final assignment will be due by **11:59 p.m. on Sunday, November 14**, via Canvas upload or as an email to the class instructor.

### **APA Citation Style**

For all graded assignments where you consult sources (e.g., class readings and other materials), you will be expected to provide a bibliography and in-text parenthetical citations for written work. Please use APA style for all in-text citations and references in written work. The APA style guide is available electronically through the Penn library, or you can consult the Purdue Online Writing Lab (OWL)'s handy guide, available [here](#).

### **Course Grading**

This course follows the School's grading policies for graduate-level courses, available [here](#).

97-100: A+

94-96: A

90-93: A-

87-89: B+

84-86: B

80-83: B-

77-79: C+

74-76: C

70-73: C-

60-69: D

Below 60: F

Students completing this course as part of the Masters in Nonprofit Leadership core requirements must obtain a grade of C- or higher to receive credit. This policy can be viewed [here](#).

### *Withdrawals and Incomplete*

A grade of "Incomplete" may be arranged for a student who is unable to complete the course for reasons beyond their control. The instructor reserves the right to refuse to issue an incomplete in cases where sufficient cause or evidence is missing. Poor performance does not provide a basis for an Incomplete. Completion of an "I" grade is expected in the following semester. A "W," for withdrawal, will be given in conformance with university policy.

### **Class Participation and Attendance**

You are expected to attend all scheduled Zoom sessions.

The University makes allowances for students who must miss class due to observance of religious holidays. If you must miss class for a religious holiday, you should notify me of this in writing by the second week of class. The University's policy on religious holidays can be found [here](#).

Your regular attendance and active participation in Zoom sessions count toward your final participation grade. However, I realize that you have many other commitments outside of this class. While I expect you to attend and participate actively in every class, I realize that other obligations or conflicts may arise. Therefore, I will not penalize your grade for missing class one class, provided you notify me as soon as possible, in writing, as conflicts arise, and provided you complete the scheduled make-up assignment. Examples of excused absences include professional or work-related conflicts, family-related conflicts, or health-related conflicts. If you have a medical or family emergency and are unable to make it to class, please let me know as soon as you are able. All other absences must be submitted to me, in writing, in advance of the scheduled class meeting.

I have only one policy: COMMUNICATION IS KEY. Please do not wait to notify me of any conflicts until after a scheduled class meeting or assignment due date. If you are concerned about your ability to attend class sessions, or to complete assignments on time, please email or set up a time to meet with me to discuss your options.

Missing two or more classes in a course of eight Zoom sessions may result in failing the course.



## Academic Integrity

You are expected to adhere to the University's policy on academic integrity. Each of you have read and signed a copy of this policy as a requirement for enrolling in the University. The University has a zero-tolerance policy for cheating and plagiarism. Depending on the severity of the offense, anyone who fails to uphold the expectations for academic integrity outlined in the policy will face one or more of the following: a grade of F for this class; a meeting with the program director and/or Dean; expulsion from the program.

A Note on Self-Plagiarism: If you wish to draw on work that you have completed for another class for any of the assignments for this class, you are required to schedule a meeting with me to discuss how previous work will be used. Anyone who submits past assignments from another class as original work for this class will be considered plagiarizing and will receive a grade of F for the assignment.

Information on the Code of Academic Integrity can be found [here](#).

## Course Resources

- **Technical Help and Questions:** Submit requests for technical help to [sp2help@sp2.upenn.edu](mailto:sp2help@sp2.upenn.edu). You can also search the [online Canvas documentation for students \(Links to an external site.\)](#).
- **Course Policies and Expectations:** Please make sure you are familiar with the policies for this course.
- **Nonprofit Leadership Community Forum (Links to an external site.)**
- **Accessing Penn Libraries Resources:** Learn how to:
  - **Access resources from off-campus (Links to an external site.)**
  - **Search Franklin Articles (Links to an external site.):** Penn Libraries' large collection of ebooks, scholarly journals, newspaper articles, conference proceedings, and more.
  - **Scan and Deliver (Links to an external site.):** Enables you to obtain scans of selected book chapters and journal articles in the general, non-Reserve collections of the University of Pennsylvania Libraries for your research.
  - **Get books by mail (Links to an external site.):** A service offered to Penn graduate students and faculty members to facilitate their research while living 75 miles or more away from campus. Eligible participants will be able to request delivery of on-shelf Penn Libraries circulating books via insured carrier to their homes.
- **Weingarten Learning Resources Center (Links to an external site.):** Provides professional instruction in university relevant skills such as academic reading, writing,

study strategies, and time management. Weingarten also provides services and programs for students who self-identify with disabilities to ensure equal academic opportunities and participation in University-sponsored programs.

## **Course Calendar**

### **Session 1: Wednesday, September 1**

#### **Introduction / History / Origin of the Nonprofit Sector**

*[Note: This session covers two weeks of school class]*

#### Concepts and theories:

- Public goods, government failure, market failure, voluntary failure

#### Required Reading:

- Hall, P. D. (2006). A historical overview of philanthropy, voluntary associations, and nonprofit organizations in the United States, 1600-2000. In Powell W. W. & Steinberg, S. eds. *The nonprofit sector: A research handbook* (pp. 32-65). New Haven, CT: Yale University Press.
- Steinberg, R. (2006). Economic theories of nonprofit organization. In Powell W. W. & Steinberg, S. eds. *The nonprofit sector: A research handbook* (pp. 117-139). New Haven: Yale University Press.

#### Video Lectures:

- Myths, Puzzles, and Debates in the Nonprofit and Voluntary Sector (Gou)
- Three-Failures Theory
- History of Philanthropy and the Nonprofit Sector (Cnaan)

#### Recommended ideas for the weekly posting:

- Why do nonprofits exist?
- What historical factors led to the formation of the nonprofit sector in the United States?
- What demand do nonprofits meet in society?

#### Activities:

- Review syllabus
- Form groups: choose a subsector to present
- Choose a concept or theory to teach
- Select week and role as a moderator/scribe

### **Session 2: Wednesday, September 8**

#### **Volunteering & charitable giving**

#### Concepts and theories:

- Volunteerism, volunteer motivation, episodic volunteering, pro-social behavior, new trends in volunteering
- Philanthropy, charitable giving, price of giving, warm-glow, intergenerational transfer of wealth

#### Required Readings:

- Cnaan, R. A., Handy, F., & Wadsworth, M. (1996). Defining who is a volunteer: Conceptual and empirical considerations. *Nonprofit and Voluntary Sector Quarterly*, 25(3), 364-383.
- Wilson, J. (2012). Volunteerism research: A review essay. *Nonprofit and Voluntary Sector Quarterly* 41(2), 176-212.
- Bekkers, R., & Wiepking, P. (2010). A literature review of empirical studies of philanthropy: Eight mechanisms that drive charitable giving. *Nonprofit and Voluntary Sector Quarterly*.

#### Video Lectures:

- Who is a volunteer? (Cnaan)

#### Recommended ideas for the weekly posting:

- Who volunteers and why?
- Do volunteers help society? If so, how?
- Do volunteers benefit from volunteering?
- Why do people give?
- Should donations be deductible from taxable income?
- Do the rich give more than the poor?
- How is wealth transferred from one generation to the next?
- Do you check/inspect an organization you donate to?

#### Supplemental reading:

- Cnaan, R. A., Heist, H. D. & Storti, M. H. (2017). Episodic volunteering at a religious megaevent: Pope Francis' visit to Philadelphia. *Journal of Nonprofit Management and Leadership*. 10.1002/nml.21268
- Smith, D. H. (1994). Determinants of voluntary association participation and volunteering: A literature review. *Nonprofit and Voluntary Sector Quarterly*, 23(3), 243-263.
- Vesterlund, L. (2006). Why do people give? In W. W. Powell, *The Nonprofit Sector: A research handbook*. (pp. 568-587). New Haven: Yale University Press.
- Andreoni, J. (2006). Philanthropy. In S.-C. Kolm, & J. M. Ythier, *Handbook of Economics on Giving* (pp. 1201-1296). North-Holland: Elsevier.
- James, R., & Sharpe, D. (2007). The nature and causes of the u-shaped charitable giving profile. *Nonprofit and Voluntary Sector Quarterly* , 36 (2), 218-238.

- Havens, J. J., & Schervish, P. (2014). *A golden age of philanthropy still beckons: National wealth transfer and potential for philanthropy technical report*. Boston College, Center on Wealth and Philanthropy. Boston: Boston College.
- National Philanthropic Trust. (2018). 2018 donor advised fund report. Available at: <https://www.nptrust.org/daf-report/>

(No class on September 15)

### **Session 3: Wednesday, September 22**

#### **What is a nonprofit? / Size and scope of the sector**

##### Concepts and theories:

- Nonprofit corporation, public charity, 501 (c)(3), 501 (c)(4), The commons

##### Required Reading:

- Salamon, L. M. (2006). America's nonprofit sector: A primer. In Fishman J. J. & Schwarz S. *Nonprofit organizations: Cases and materials, third edition* (pp. 44-45). New York: Foundation Press.
- Hansmann, H. (2006). The role of nonprofit enterprise. In Fishman J. J. & Schwarz S. eds. *Nonprofit organizations: Cases and materials, third edition* (pp. 46-50). New York: Foundation Press.

##### Video Lectures:

- What is the Nonprofit sector? Definitions and Taxonomies (Gou)
- On the Size and Scope of the Sector (Gou)

##### Recommended ideas for the weekly posting:

- What is a nonprofit?
- What roles do nonprofits play in society?
- What would a world without nonprofits be like?
- Are there too many or too few nonprofits?
- How important are nonprofit organizations to the country's economy?
- Who determines what is and what is not a nonprofit organization?
- Can people manage peacefully and productively without government's interference?
- What would Thomas Hobbs and John Locke say about nonprofit organizations?

##### Supplemental Readings:

- Lohmann, R. A. (1992). The commons: A multidisciplinary approach to nonprofit organization, voluntary action, and philanthropy. *Nonprofit and Voluntary Sector*

*Quarterly*, 21(3), 309-324.

- Independent Sector (2016). What is a nonprofit? Available at: <https://www.independentsector.org/nonprofit>.
- Urban Institute (2019). The nonprofit sector in brief. Available at: <https://nccs.urban.org/publication/nonprofit-sector-brief-2019>
- Giving USA Highlights. (2017). Giving USA 2017: An annual report on philanthropy for the year 2015. Chicago: Giving USA Foundation.
- McLean, C. (2014). Vital records: Births and deaths in the nonprofit sector. *The Nonprofit Quarterly*. Available at: <http://nonprofitquarterly.org/2014/12/30/vital-records-births-and-deaths-in-the-nonprofit-sector/>

## **Session 4: Wednesday, September 29**

### **Legal Basis for Nonprofits**

#### Concepts and theories:

- Non-distribution constraint, charitable purpose, tax-exemption, tax-deduction

#### Required Readings:

- Brody, E. (2006). The legal framework for nonprofit organizations. In Powell W. W. & Steinberg, S. eds. *The nonprofit sector: A research handbook* (pp. 243-266). New Haven: Yale University Press.

#### Recommended ideas for the weekly posting:

- What makes an organization a nonprofit?
- Why are nonprofits exempt from paying taxes?
- Why not taking a profit?
- Should top nonprofit executive salaries be capped?
- Are large nonprofits (like Penn) be considered for-profit?
- What is the role of a nonprofit and for-profit board of trustees?
- Who is responsible when a nonprofit goes bankrupt?

#### Supplemental Reading:

- LeRoux, K. & Feeney, M. K. (2015). Historical and legal foundations of the nonprofit sector. *Nonprofit Organizations and Civil Society in the United States* (pp. 63-75). New York: Routledge.

## **Session 5: Wednesday, October 6**

### **Advocacy and Lobbying & Issues of Governance**

#### Concepts and theories:

- Nonprofit advocacy, lobbying
- Nonprofit Governance and Leadership

#### Video Lectures:

- Can Nonprofits Lobby?
- On Representation

#### Recommended ideas for the weekly posting:

- Can nonprofits lobby?
- Should nonprofits lobby?
- What is the difference between lobbying and advocacy?
- What about involvement in elections?
- Who is “in charge of” a nonprofit?
- How can nonprofits be held accountable, for what and to whom?
- What are the responsibilities of governing boards?

#### Required Readings:

- Jenkins, J. C. (2006). Nonprofit organizations and political advocacy. In W. W. Powell & Steinberg, R. (eds.), *The nonprofit sector: A research handbook*. (pp. 307-328). New Haven: Yale University Press.
- Tschirhart, M., & Bielefeld, W. (2012). Boards and governance. In *Managing Non-profit Organizations* (pp. 201-227). San Francisco: Jossey-Bass.

#### Supplemental Readings:

- Guo, C., & Saxton, G. D. (2018). Speaking and being heard: How nonprofit advocacy organizations gain attention on social media. *Nonprofit and Voluntary Sector Quarterly*, 47(1), 5-26.
- Kramer, D. (December, 2011a). Lobbying rules create opportunity for charities. *Nonprofit Issues*, 2011(16).
- Kramer, D. (December, 2011b). Should your organization elect under 501(h)? *Nonprofit Issues*, 2011(18)
- Kramer, D. (February, 2000). Charities may not participate in elections. *Nonprofit Issues X*(2).
- Guo, C., & Musso, J. A. (2007). Representation in nonprofit and voluntary organizations: A conceptual framework. *Nonprofit and Voluntary Sector Quarterly*, 36(2), 308-326.
- Ebrahim, A. (2003). Making sense of accountability: Conceptual perspectives for northern and southern nonprofits. *Nonprofit Management and Leadership*, 14(2), 191-212.
- Cornforth, C. (2012). Nonprofit governance research: Limitations of the focus on boards and suggestions for new directions. *Nonprofit and Voluntary Sector Quarterly*, 41(6), 1116-1135.

- Rossi, G., Leardini, C., Moggi, S., & Campedelli, B. (2015). Towards community engagement in the governance of non-profit organizations. *Voluntary Sector Review*, 6(1), 21-39.

## **Session 6: Wednesday, October 13**

### **The Nonprofit Sector and the Other Sectors: Government, For-Profit, & Hybrid**

#### Concepts and theories:

- Nonprofit-government relations, collaboration, public-private partnership, crowd-out theory
- Collaboration, corporate philanthropy, corporate social responsibility
- Social entrepreneurship, B-Corps, L3Cs

#### Video Lectures:

- What is social entrepreneurship?

#### Recommended ideas for the weekly posting:

- What are the relationships between nonprofits and government: Supplement, complement, or advocate?
- Should NPOs be governed like business enterprises?
- What is the best way for nonprofits to collaborate with businesses?
- Are social enterprises the desired form of nonprofit organizations?
- What is the use of hybrid organizations?
- When does government enhance crowd-out or crowd-in?

#### Required Readings:

- Young, D. R. (1999). Complementary, supplementary, or adversarial? A theoretical and historical examination of nonprofit-government relations in the United States. In E. T. Boris & C. E. Steuerle (Eds.), *Nonprofits and government: Collaboration and conflict* (pp. 31-67). Washington, DC: Urban Institute Press.
- Eikenberry, A. M. (2009). Refusing the market: A democratic discourse for voluntary and nonprofit organizations. *Nonprofit and Voluntary Sector Quarterly*.
- Guo C., & Bielefeld, W. (2014). The many faces of social entrepreneurship. In *Social entrepreneurship: An evidence-based approach to creating social value*. Jossey-Bass.

#### Supplemental Readings:

- Gazley, B., & Brudney, J. L. (2007). The purpose (and perils) of government-nonprofit partnership. *Nonprofit and Voluntary Sector Quarterly*, 36(3), 389-415.
- Guo, C. (2007). When government becomes the principal philanthropist: The effects of public funding on patterns of nonprofit governance. *Public administration*

- review, 67(3), 458-473.
- Steinberg, R. (1991). Does government spending crowd out donations? *Annals of Public and Cooperative Economics*, 62(4), 591-612.
  - Porter, M. E., & Kramer, M. R. (2002). The competitive advantage of corporate philanthropy. *Harvard Business Review*, 80(12), 56-68.
  - Smith, S. R. (2014). Hybridity and nonprofit organizations: The research agenda. *American Behavioral Scientist*, 58(11), 1494-1508.
  - Austin, J. E. (2000). Strategic collaboration between nonprofits and business. *Nonprofit and voluntary sector quarterly*, 29(1), 69-97.
  - Cohen, R. (2014). Some unanswered questions about Benefit Corporations, L3Cs, and social enterprise more generally. *The Nonprofit Quarterly*. Available at: <https://nonprofitquarterly.org/2014/04/28/some-unanswered-questions-about-benefit-corporations-l3cs-and-social-enterprise-more-generally>
  - Billis, D. (2010). Hybrid organizations and the third sector: Challenges for Practice, Theory and Policy. London: Palgrave Macmillan,

## **Session 7: Wednesday, October 20**

### **Comparative and International Perspectives**

#### Concepts and theories:

- Nongovernmental organization (NGO) / International Nongovernmental organization (INGO), Third-sector regime types

#### Recommended ideas for the weekly posting:

- Why do some countries have more (or less) nonprofit or nongovernmental activity?
- How should nonprofit or nongovernmental activities be defined, measured?
- Are nonprofit organizations the same worldwide?
- The differences between NPOs and NGOs?
- The impact of national cultures?
- Were there political regimes that prohibit voluntary association and why?

#### Required Readings:

- Anheier, H. K., & Salamon, L. (2006). The nonprofit sector in comparative perspective. In W. W. Powell, *The nonprofit sector: A research handbook*. (pp. 89-114). New Haven: Yale University Press.
- Luria, G., Boehm, A., & Cnaan, R. A. (2015). National culture and pro-social behaviors: Results from 66 countries. *Nonprofit & Voluntary Sector Quarterly*, 44(5), 1041-1065. DOI: 10.1177/0899764014554456



### Supplemental Reading:

- Kang, C., Handy, F., Hustinx, L., Cnaan, R. A. et al. (2011). What gives? Cross-national differences in students' giving behavior. *The Social Science Journal*, 48, 283-294.
- Wiepking, P., Handy, F. (Eds.) (2015). *The Palgrave handbook of global philanthropy*. Hampshire, UK: Palgrave-MacMillan.  
[Note: This book contains chapters on philanthropy in various countries].

## **Session 8: Wednesday, October 27**

### **Foundations and Donor-Advised Funds**

#### Concepts and theories:

- Private foundation, operating foundation, community foundation, donor-advised funds, giving circles

#### Recommended ideas for the weekly posting:

- Why do some donors opt for a DAF?
- Is money donation democratic?
- Who owns foundations?
- Are foundations liable to donors?

#### Required Reading:

- H. Daniel Heist, H. D., & Vance-McMullen, D. (2019 in press). Understanding donor-advised funds: How grants flow during recessions. *Nonprofit & Voluntary Sector Quarterly*, DOI: 10.1177/0899764019856118
- Foundation Source. (2018, December 14). What is a private foundation? Retrieved from: <https://www.foundationsource.com/learn-about-foundations/what-is-a-private-foundation/>

#### Supplemental Readings:

- National Philanthropic Trust (2018). 2018 Donor-advised fund report. Retrieved from <https://www.nptrust.org/reports/daf-report/>

## **Session 9: Wednesday, November 3**

### **Course Summary**