Course Number: PAD 5356   Semester: Spring 2017

CRN: 25204   Wednesdays: 6-8:50pm
                                    HHSN: 213

Course Title: Social Entrepreneurship and Nonprofit Management

Instructor: Dr. Eric Boyer
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                  915-747-6145

Office Hours: Wednesdays 4-6pm, or please email me for a time to meet

Course Description:

This course is an introduction to strategic management in nonprofit organizations and social enterprises (third sector organizations). The course will review core topics for leading, managing and measuring effectiveness in third sector organizations. The nonprofit sector is increasing in importance in the U.S. and abroad, as the primary provider for a wide range of critical social services. Entrepreneurs are also increasingly experimenting with innovative products and services to address social needs in the for-profit sector. Any major effort to address complex issues in our society requires the engagement, involvement, and leveraging of resources and perspectives from socially oriented organizations that exist outside of government. The material in this course will improve an understanding of the scope and scale of third sector roles in the U.S. economy, and their unique competitive advantages.

This course will primarily consider issues from the perspective of nonprofit and socially oriented organizations, but the content and approach will be relevant for professionals working in public or private sectors who are tasked with understanding, or working with nongovernmental organizations. Specifically, we will examine techniques in strategic stakeholder management, including the mapping of external and internal stakeholders, whose combined contributions can improve program effectiveness. A central theme of this course is administrative responsiveness, in respect to one's interactions with clients, donors, fellow employees, and executive leadership.

This class will involve an innovative approach to adult learning, including student-led discussions, presentations, and distribution of your written assignments to your peers. The aim of this approach is to cultivate conditions to support peer-to-peer learning by creating greater opportunities for you to express your expertise and understanding to other members of the class. The best outcome of this class is for all of us to learn from your unique perspectives on the course material.

Your role as a leader is the central theme of this course. The aim is to empower you with concepts, case examples, and theory to analyze, critique, and advise strategic management in nonprofit organizations and social enterprises. My goal for this course is to consider management and leadership issues in third sector organizations in a more critical way, and to identify a number of practices and analytical frameworks that will lead to more informed and effective services for the public. The overarching mission of this class is to create opportunities for each of you to develop some personal insights and lessons (whether originating from readings, the instructor, your peers, your contributions to class, guest speakers, or some combination of each) that will empower you to be even more effective in your future career than you already will be.

Student Learning Objectives

The objective of this course is to empower members of this class with the abilities to:

- Recognize, analyze, and critique the strategic orientation of nonprofits and social enterprises.

- Understand the unique capabilities of nonprofit and social enterprises in addressing complex social issues;

- Develop an understanding of strategic management and SWOT analysis, as techniques for improving the planning of social programs;

- Demonstrate an understanding of core topics in leadership and management in respect to the operating constraints of nonprofit and socially oriented organizations;

- Apply an approach to strategic planning to the operations of a nonprofit organization in our community here in El Paso;

- Develop competencies in conducting research interviews and integrating qualitative research into a practical, actionable plan for leaders of nonprofit or social enterprises;

- Demonstrate mastery of course content, through class discussions, in-class presentations, and analytical writing;

- Apply the lessons from this class to analyses of real-world issues and problems;

- Draft professional memos with succinct, actionable recommendations for supervisors, clients, or other professional audiences;

- Develop and present analyses of problems and solutions in professional presentations and analytic writing.

Course Format:

Recognizing that students have different learning and working styles, this course will utilize a variety of learning and teaching formats. We will use lectures, discussions, case studies, examples from current events, examples from students' own personal professional experiences, and written assignments. The professor will utilize the UTEP *Blackboard* system to distribute class materials. The classroom sessions will include a combination of classroom discussion, lecture, and group activities. Members of the class are expected to bring examples of administrative challenges in the news to each class session, questions and observations from the weekly course readings, and examples of potential applications of course materials to their own personal experiences. If any student engages in behavior that is seen to be disruptive, condescending or inappropriate in class, the professor may remove credit for participation.

Because students learn from each other, as well as from the instructors, students are expected to attend all of the required classes. If, due to illness or emergency, you are unable to attend class, you should call or email the instructor before the class you will miss. You can miss up to two classes, with prior approval from the instructor. To the extent that missing class affects your ability to participate in class discussions, excessive absences will substantially affect your grade. Students missing class are responsible for retrieving notes and assignments from classmates. Students are responsible for maintaining access to the blackboard site for this course and their UTEP email accounts. Students are responsible for keeping up to date on email communication from the professor and fellow members of the class through their UTEP email accounts.

Students are expected to deliver their work on time. If, due to illness or personal emergency, you believe your work will be late, you are advised to discuss the matter in advance with the instructor. Late work will normally be penalized at least one-third grade (e.g., from an A- to a B+), but it may be higher if it is more than one week late. If a student will hand in an assignment late, it is his or her responsibility to agree on a revised deadline with the instructor. The best thing to do if your work will be late is to email the instructor to develop a plan to get it done.

Course Requirements (Also please see grading criteria attached to this syllabus):

1. Reading Summaries (15%): Each person will write 3 summaries of course material for three different weeks of the course (2-3 pages each). The aim of this assignment is to 1) distill the key lessons from the readings for one week of class as you see them; i.e., what are the key lessons from the week's reading, from your point of view?; and to 2) discuss the potential applications of the lessons that you identify for the practice of nonprofit management and social entrepreneurship. The assignments should be submitted via blackboard by noon (MT) on the day of their deadline. You may choose any week's material for each assignment, but you can do one weeks' material only once for this assignment. Your reading summary should cite ALL of the required reading for the week you choose and SOME of the recommended readings for that week.

2. <u>Class Participation (20%)</u>: Students are expected to keep up with the readings and actively participate in the class. Part of this participation will involve identifying 3-5 topics and/or themes from the readings that relate to challenges or issues with collaboration, in respect to your current professional position, or a potential position in your future to add to each week's discussions. You should also arrive to each class session with an idea to discuss from the news on a topic that relates to management. You may consider reading the *El Paso Times*, the *Washington Post*, *CNN* online, the *Wall Street Journal*, or another major news source.

   The remaining assignments are based on work on with a partner from class.

3. <u>Nonprofit or Social Enterprise Organization Profile Presentation (10%)</u>: Working with a partner from class, select a third sector organization in the El Paso community that will form the point of reference for your final project. In this preliminary report, you should include: name of the organization, 501c-status, mission description, brief history of the organization, scope of activities and services, organizational structure including FTE and PTE, governance structure of the executive board, financial summary (revenue sources and leading expenses for the past three years), additional issues of relevance for its selection in this class. Due to the nature of this assignment, you should only select an organization that has at least fifteen FTE, a minimum of five years' experience working in El Paso, annual revenues of at least $1,000,000, and involvement in human services. This assignment involves writing a 1-2-page profile of the selected nonprofit (including all relevant material above), posting it to blackboard, printing copies for each member of the class for your presentation, and providing a 5-minute presentation to the class on your organization.

4. <u>Research Interviews for your Organization (15%)</u>: Working with your partner from class, you will both conduct a total of 3-5 research interviews in your selected nonprofit/social enterprise organization. The research interviews should be recorded into audio files, and can be conducted in-person or by telephone. The point of the research interviews is to apply and relate the material that we are covering in class to the work of a third sector organization in our community. The research interviews should include at least 12 questions, asking the respondents two questions each about their 1) responsiveness to donors, 2) responsiveness to clients, 3) responsiveness to internal employees, and 4) responsiveness to executive boards (see interview question guide). Upon completion of your research interviews, you will submit 1) a 3-6 page write-up of selected quotes in respect to each of the four points of the research interviews (posted to blackboard), and 2) your typed notes (transcripts) from the interviews. This assignment requires approval from the instructor on your interview questions before you conduct the research.

5. <u>Final Project Memo (1-2 page) (10%)</u>: Working with your partner, you will submit a 1-2 page professional memo that outlines a SWOT analysis of your

selected nonprofit organization. This will summarize findings from your interviews and research throughout the class. This assignment must be posted to blackboard, and will be submitted for approval from the instructor of the course.

6. Final Project Presentation (10-15 minute presentation) (10%): Each person will give a 10-15 minute presentation on the SWOT analysis of their respective organizations, including recommendations for the nonprofit.

7. Final Paper – SWOT Analysis on your Nonprofit/Social Enterprise Organization (10-12 pages, double-spaced) (20%): Due on blackboard, your final paper will incorporate material from your organization profile, your research interviews, and perhaps material from your course material summary to develop a SWOT analysis of your nonprofit, recommendations for the organization, and lessons from class.

8. Extra Credit (up to 5 points on the final paper). You can get extra credit in this class by identifying short, open-access videos that relate to key topics in the course material (up to 2 points). The clip (or section of an edited clip) should be no more than 5-7 minutes long.   If you think you have a found a relevant clip, email it to me for feedback so we can see if it will work. You can get additional extra credit on the final paper if you send me a track-changes version of your paper that one of your peer's from this class has reviewed for you (up to 3 points).

Required Reading (for purchase):

Textbook
  1. Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.

Harvard Business School Case Study Course Pack ($4.25/ea.)
http://cb.hbsp.harvard.edu/cbmp/access/59490901
  2. Shorters, Trabian. 2005. *Ashoka: Innovators for the Public.* Stanford Graduate School of Business case P-70.
  3. Scott, Esther. 2002. Standards for Child Sponsorship Agencies (A), Kennedy School of Government, Case C16-02-1664.0.
  4. Pamela Varley; Christine W. Letts. 2006. Health Care & The Isolated Poor In The Lower Rio Grande Valley: The Quest To Make A Lasting Change. Kennedy School of Government, Harvard University, Case No. HKS572-PDF-ENG.

Suggested Reading (purchase is optional):

Guo, Chao, and Wolfgang Bielefeld. 2014. *Social Entrepreneurship: An Evidence-Based Approach to Creating Social Value*. San Francisco, CA: Jossey-Bass.

Grobman, Gary M. 2015. *The Texas Nonprofit Handbook: Everything You Need*

to Know to Start and Run Your Texas Nonprofit Organization. Harrisburg, PA: White Hat Communications.

Articles, book chapters, case studies and other required and recommended material not in the required reading list will be available on *Blackboard* or handed out in class.

I. <u>INTRODUCTION TO THE THIRD SECTOR (JANUARY 18, 2017)</u>

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.
  Chapter 1: Understanding Nonprofit Organizations

<u>Recommended</u>:

Brown, William, Suyeon Jo, and Fredrik O. Andersson. 2013. Texas Nonprofit Sector: Describing the Size & Scope. *Report of the Nonprofit Management Program*. College Station, TX: The Bush School of Government & Public Service, Texas A&M University.

McKeever, Brice S., and Sarah L. Pettijohn. 2014. The Nonprofit Sector in Brief 2014. Washington, DC: The Urban Institute, Center on Nonprofits and Philanthropy.

II. <u>ESTABLISHING A THIRD SECTOR ORGANIZATION, AND NONPROFIT COMPETITIVE ADVANTAGE (JANUARY 25, 2016)</u>

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.
  Chapter 2: Effective and Ethical Organizations.
  Chapter 3: Founding Nonprofits and the Business Case
  Chapter 4: Organization Structure

<u>Recommended</u>:

Blackwood & Roeger. (2010). Here today, gone tomorrow: A look at organizations that might have their tax-exempt status revoked. The National Center for Charitable Statistics. The Urban Institute.

Grobman, Gary M. 2015. *The Texas Nonprofit Handbook: Everything You Need to Know to Start and Run Your Texas Nonprofit Organization*. Harrisburg, PA: White Hat Communications.
  Chapter 1: The Decision to Incorporate
  Chapter 2: Steps to Incorporation

IRS Publication 557: Tax-Exempt Status for Your Organization:
https://www.irs.gov/publications/p557/

III.   SOCIAL ENTREPRENEURSHIP AND SOCIAL ENTERPRISES (FEBRUARY 1, 2017)
       READING SUMMARY #1 DUE BY NOON (MT) VIA BLACKBOARD

Guo, Chao, and Wolfgang Bielefeld. 2014. *Social Entrepreneurship: An Evidence-Based Approach to Creating Social Value*. San Francisco, CA: Jossey-Bass.
       Chapter 1: The Many Faces of Social Entrepreneurship
       Chapter 2: Social Entrepreneurship as Organizational Behavior

Case: Shorters, Trabian (2005) *Ashoka: Innovators for the Public*. Stanford Graduate School of Business case P-70, (HBP coursepack)

Recommended:

Light, Paul C. 2006. Reshaping Social Entrepreneurship, Stanford Social Innovation Review, fall.

Phills, James A and Victoria Chang. 2005. The Price of Commercial Success. *Stanford Social Innovation Review;* Spring: 3, 1: 64-73.

Muhammad Yunus http://www.nobelprize.org/mediaplayer/index.php?id=88
Ashoka: https://www.ashoka.org/
Grameen Bank: http://www.grameen-info.org/

STRATEGIC MANAGEMENT – LOOKING OUT (OPPORTUNITIES & THREATS)

IV.   RESOURCE ACQUISITION & PHILANTHROPY (FEBRUARY 8, 2017)

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.
       Chapter 6: Resource Acquisition
       Chapter 7: Financial Stewardship and Management.

Oster, Sharon M., Charles M. Gray and Charles Weinberg. 2004. To Fee or Not to Fee? (And Related Questions). *The Nonprofit Quarterly*, Summer: 31-35.

Recommended:

SWOT Analysis I: Looking Outside for Threats and Opportunities. HBS Press; Harvard Business School Press. Publication Date: Jun 16, 2005

Foster, William and Jeffrey Bradach. 2005. Should Nonprofit Seek Profits*?*

Harvard Business Review, February: 1-9.

Sargeant, Adrian, and Jen Shang. 2010. *Fundraising: Principles and Practice*. San Francisco, CA: Jossey-Bass.
> Chapter 6: Fundraising Planning: The Fundraising Audit
> Chapter 7: Fundraising Planning

Carroll, D. A., and K. J. Stater. 2009. "Revenue Diversification in Nonprofit Organizations: Does It Lead to Financial Stability?" *Journal of Public Administration Research and Theory* 19 (4):947-966.

V. NONPROFIT ACCOUNTABILITY – DONORS AND PROGRAM EVALUATION (FEBRAURY 15, 2017) [ONLINE SESSION]

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.
> Chapter 13: Program Evaluation.

Guo, Chao, and Wolfgang Bielefeld. 2014. *Social Entrepreneurship: An Evidence-Based Approach to Creating Social Value*. San Francisco, CA: Jossey-Bass.
> Chapter 5: From Action to Impact

Case: Scott, Esther (2002). Standards for Child Sponsorship Agencies (A), Kennedy School of Government, Case C16-02-1664.0 (HPB coursepack)

Recommended:

Carnochan, Sarah, Mark Samples, Michael Myers, and Michael J. Austin. 2013. "Performance Measurement Challenges in Nonprofit Human Service Organizations." *Nonprofit and Voluntary Sector Quarterly*.

Salamon, et. al. (2010). Nonprofits, Innovation and Performance Measurement: Separating Fact from Fiction. Johns Hopkins University: Listening Post Project.

GuideStar: https://www.guidestar.org/Home.aspx
Charity Navigator: http://www.charitynavigator.org/
Independent Sector, Charting Impact: https://www.independentsector.org/charting_impact

VI. NONPROFIT ACCOUNTABILITY – CLIENT RESPONSIVENESS AND MOBILIZATION (FEBRUARY 22, 2017) ORGANIZATION PROFILE PRESENTATION DUE

LeRoux, Kelly. 2009. "Paternalistic or Participatory Governance? Examining

Opportunities for Client Participation in Nonprofit Social Service Organizations." *Public Administration Review* 69 (3): 504-517.

Freiwirth, Judy. 2007. "Engagement Governance for System-Wide Decision Making." *Nonprofit Quarterly*. Summer.

Benjamin, Lehn M., & Campbell, David C. (2014). Nonprofit Performance: Accounting for the Agency of Clients. *Nonprofit and Voluntary Sector Quarterly*.

Recommended:

Benjamin, Lehn M. (2012). The Potential of Outcome Measurement for Strengthening Nonprofits' Accountability to Beneficiaries. *Nonprofit and Voluntary Sector Quarterly*.

Eikenberry, A. M., and J. D. Kluver. 2004. "The Marketization of the Nonprofit Sector: Civil Society at Risk?" *Public Administration Review* 64 (2): 132-140.

Polson, Edward C. 2014. "Social Diversity and Civic Engagement: The Effects of Ethnic and Social Heterogeneity on the Community Involvement of American Congregations." *Nonprofit and Voluntary Sector Quarterly*.

VII.   MARKETING AND COMMUNICATIONS (MARCH 1, 2017)

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.
        Chapter 8: Marketing.

Arnett, D. B., S. D. German, and S. D. Hunt. 2003. "The Identity Salience Model of Relationship Marketing Success: The Case of Nonprofit Marketing." *Journal of Marketing* 67 (2):89-105.

Case: Pamela Varley; Christine W. Letts. 2006. Health Care & The Isolated Poor In The Lower Rio Grande Valley: The Quest To Make A Lasting Change. Kennedy School of Government, Harvard University, Case No. HKS572-PDF-ENG (HPB coursepack)

Recommended:

McDougle, Lindsey M., and Marcus Lam. 2014. "Individual- and Community-Level Determinants of Public Attitudes toward Nonprofit Organizations." *Nonprofit and Voluntary Sector Quarterly* 43 (4):672-692.

Briones, Rowena, *et al* (2011). "Keeping up with the digital age: How the American Red Cross uses social media to build relationships." *Public Relations Review, 37*(1) pp: 37-43.

STRATEGIC MANAGEMENT – LOOKING IN (STRENGTHS & WEAKNESSES)

VIII.   STRATEGY AND MISSION (MARCH 8, 2017)
READING SUMMARY #2 DUE BY NOON (MT) VIA BLACKBOARD

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.
        Chapter 5: Formulation of Strategy.

Jäger, Urs P., and Karin Kreutzer. 2011. "Strategy's Negotiability, Reasonability, and Comprehensibility: A Case Study of How Central Strategists Legitimize and Realize Strategies without Formal Authority." *Nonprofit and Voluntary Sector Quarterly* 40 (6):1020-1047.

Byruck, Mischa 2015. Business Plans and Planning for Social Entrepreneurs and Nonprofits, Social Good Guides. http://www.socialgoodguides.com/business-plans-and-planning-for-social-enterprises-and-nonprofits-guide/

Recommended:

SWOT Analysis II: Looking Inside for Strengths and Weaknesses. HBS Press; Harvard Business School Press. Publication Date: Jun 16, 2005

Frumkin, P., and M. T. Kim. 2001. "Strategic Positioning and the Financing of Nonprofit Organizations: Is Efficiency Rewarded in the Contributions Marketplace?" *Public Administration Review* 61 (3):266-275.

Grobman, Gary M. 2015. *The Texas Nonprofit Handbook: Everything You Need to Know to Start and Run Your Texas Nonprofit Organization*. Harrisburg, PA: White Hat Communications.
        Chapter 5: Mission and Vision Statements.

NO CLASS – SPRING BREAK (MARCH 15)

IX.   STRATEGIC HUMAN RESOURCE MANAGEMENT AND MANAGING VOLUNTEERS (MARCH 22, 2017)

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.
        Chapter 11: Strategic Human Resource Management
        Chapter 12: Motivation and Performance.

Case: Bussell, Helen, and Deborah Forbes. 2007. "Volunteer Management in Arts Organizations: A Case Study and Managerial Implications." *International Journal*

of Arts Management 9 (2):16-28.

<u>Recommended</u>:

Studer, Sibylle. 2015. "Volunteer Management: Responding to the Uniqueness of Volunteers." *Nonprofit and Voluntary Sector Quarterly*.

Stone, M. M., B. Bigelow, and W. Crittenden. 1999. "Research on Strategic Management in Nonprofit Organizations - Synthesis, Analysis, and Future Directions." *Administration & Society* 31 (3):378-423.

Vantilborgh, Tim, Jemima Bidee, Roland Pepermans, Jurgen Willems, Gert Huybrechts, and Marc Jegers. 2011. "Volunteers' Psychological Contracts: Extending Traditional Views." *Nonprofit and Voluntary Sector Quarterly*.

X.　　**<u>EXECUTIVE BOARDS AND EXECUTIVE LEADERSHIP (MARCH 29, 2017)</u>**
<u>[ONLINE]</u>
<u>READING SUMMARY #3 DUE BY NOON (MT) VIA BLACKBOARD</u>

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.
　　　　Chapter 9: Boards and Governance
　　　　Chapter 10: Executive Directors and Leadership

Case: Sontag, Deborah (2001). "Who Brought Bernadine Healy Down?" *The New York Times Magazine*, December 23.

<u>Recommended</u>:

Freiwirth, Judy. 2013. "Community-Engagement Governance: Engaging Stakeholders for Community Impact." In *Routledge Contemporary Corporate Governance : Innovative Perspectives and Approaches*, edited by Chris Cornforth and William Brown. New York: Taylor and Francis.

BoardSource. 2010. *The Handbook of Nonprofit Governance*. San Francisco, CA: Jossey-Bass.
　　　　Chapter 2: What is Governance

O'Regan, K., and S. M. Oster. 2005. "Does the Structure and Composition of the Board Matter? The Case of Nonprofit Organizations." *Journal of Law Economics & Organization* 21 (1):205-227.

XI.　　**<u>THIRD SECTOR LEADERSHIP AND CHANGE (APRIL 5, 2017)</u>**

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit*

Organizations. San Francisco, CA: Jossey-Bass.
Chapter 16: Organizational Change and Innovation
Chapter 17: The Future of Nonprofit Leadership and Management.

Case: Leading Island Wood (on blackboard)

Recommended:

Johnson, J. L. 2009. "The Nonprofit Leadership Deficit a Case for More Optimism." *Nonprofit Management & Leadership* 19 (3):285-304.

Winkler, Mary K., and Saunji D. Fyffe. 2016. Strategies for Cultivating an Organizaitonal Leanring Culture. In *Metropolitan Housing and Communities Policy Center*. Washington, DC: The Urban Institute.

Andrews, K. T., M. Ganz, M. Baggetta, H. Han, and C. Lim. 2010. "Leadership, Membership, and Voice: Civic Associations That Work." *American Journal of Sociology* 115 (4):1191-1242.

CONTEMPORARY ISSUES

XII. THIRD SECTOR COLLABORATIONS AND PARTNERSHIPS (APRIL 12, 2017)
RESEARCH INTERVIEW WRITE-UP DUE

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.
Chapter 14: Public and Government Relations
Chapter 15: Partnerships, Alliances, and Affiliations.

The Partnership for America's Economic Success:
http://www.partnershipforsuccess.org/index.php?id=01
Read through all tabs. What is the home organization? In what ways do they engage with for profit organizations? In what ways do they engage with government? What is the nonprofit, for profit, government relationship?

Share Our Strength: http://www.strength.org/
Read through all tabs. In what ways do they engage with for profit organizations? In what ways do they engage with government? What is the nonprofit, for profit, government relationship?

Recommended:

Cornforth, Chris, John Paul Hayes, and Siv Vangen. 2014. "Nonprofit–Public Collaborations: Understanding Governance Dynamics." *Nonprofit and Voluntary Sector Quarterly*.

Te'eni, Dov and Young, Dennis. (2003). The Changing Role of Nonprofits in a Network Economy. *Nonprofit and Voluntary Sector Quarterly*, 32: 397-414.

Smith, Steven Rathgeb and Smyth, Judith. (2010). The Governance of Contracting Relationships: "killing the golden goose" A Third Sector Perspective (pp. 270-300). *The New Public Governance? Emerging perspectives on the theory and practice of public governance.* Edited by Stephen P. Osborne. Routledge Taylor & Francis Group.

XIII. INTERNATIONAL NGOs AND CROSS-BORDER ROLES (APRIL 19, 2017)
RESEARCH MEMO DUE VIA BLACKBOARD

Provan, Keith G., Jennel Harvey, and Jill Guernsey de Zapien. 2005. "Network Structure and Attitudes toward Collaboration in a Community Partnership for Diabetes Control on the US-Mexican Border." *Journal of Health Organization and Management* 19 (6):504-18.

Schmitz, Hans Peter, Paloma Raggo, and Tosca Bruno-van Vijfeijken. 2012. "Accountability of Transnational NGOs: Aspirations vs. Practice." *Nonprofit and Voluntary Sector Quarterly* 41.

Case: The Transformation of Save the Children (on blackboard)

Recommended:

Neal, Rachael. 2008. "The Importance of the State: Political Dimensions of a Nonprofit Network in Oaxaca, Mexico." *Nonprofit and Voluntary Sector Quarterly* 37 (3):492-511.

Doh, J. P., and T. R. Guay. 2006. "Corporate Social Responsibility, Public Policy, and NGO Activism in Europe and the United States: An Institutional-Stakeholder Perspective." *Journal of Management Studies* 43 (1):47-73.

Boyer, Eric, with Recep Aktas, Tess McEnery, Jose Gallegos, Ion Ghetie-Rotaru, Diego Tisera, Lorenal Vinuela, and Michael Scherger. (2007). "The Role of Donors in Civil Society Democracy Promotion," USAID's Office of Democracy and Governance, Washington, DC. [Capstone Project, Maxwell School].

XIV. RESEARCH PRESENTATIONS (APRIL 26, 2017)

XV. FINAL PAPER DUE VIA BLACKBOARD (MAY 10, 2017)

Potential Organizations for Study (you can also choose one that's not on this list):

United Way of El Paso County: http://www.unitedwayelpaso.org/

Kids Excel, El Paso: http://www.kids-excel.org/home/mission

YWCA El Paso Del Norte Region: http://www.ywcaelpaso.org

National Alliance on Mental Illness: http://namielpaso.org/

Paso Del Norte Health Foundation: http://www.pdnhf.org

Annunciation House: http://annunciationhouse.org

Frontera Women's Foundation: http://www.fronterawomensfoundation.org

Project Vida: http://www.pvida.net/

Youth with a Mission El Paso-Juarez: www.ywamepj.org

League of United Latin American Citizens: www.ywamepj.org

El Paso Food Bank http://www.elpasoansfightinghunger.org

Border Network for Human Rights: http://bnhr.org/

Websites for References:

National Center for Charitable Statistics: http://nccs.urban.org/index.cfm

Texas Association of Nonprofit Organizations: http://tano.org/nonprofit-info-page/texas-nonprofit-sector/

Texas Nonprofits: http://www.txnp.org/

The Johns Hopkins Center for Civil Society Studies: http://www.ccss.jhu.edu/index.php?section=content&view=20

Nonprofit Policy Forum: http://www.bepress.com/npf/vol1/iss1/

JustMeans (about corporate social responsibility): http://www.justmeans.com/

International Society for Third Sector Research: http://www.istr.org/resources/centers.htm

Independent Sector: http://www.independentsector.org/

National Council of Nonprofits: http://www.councilofnonprofits.org/

The Foundation Center: http://foundationcenter.org/

Volunteering in America: http://www.volunteeringinamerica.gov/

International NGO Training and Research Centre: http://www.intrac.org/

Volunteering Action Center, El Paso: http://www.volunteerelpaso.org/

Ford Foundation: 75 Years of Social Change: http://www.fordfoundation.org/about-us/timeline

The Independent Sector: https://www.independentsector.org/our_sector

Course Policies

1. Incompletes: A student must consult with the instructor to obtain a grade of "I" (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the contract for incompletes and submit a copy to the Program Director. Please consult the Student Handbook for the complete policy on incompletes.

2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment, even those submitted online through SafeAssign.

3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.

4. Academic Honesty: Please consult the "policies" section of the student handbook for the university code of academic integrity. Note especially the definition of plagiarism: "intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information."

9. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

10. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.

11. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services at UTEP.

12. Instructor's Policy on Grade Contestation: Students wishing to contest a grade are required to draft a brief memo explaining the reasoning behind their dispute, and to then schedule a meeting with the instructor to discuss it.

Grading Criteria

A

Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

B

Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

C

Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

F

Unacceptable: Work fails to meet minimal expectations for course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.