



BROWN UNIVERSITY
Nonprofit Organizations – PPAI 1700V – S01 – Fall 2014
First Floor Seminar Room, Taubman Center
Thursdays, 9:00 AM to 11:20 AM

Faculty:

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Office Hours: [office hours sign-up](#)

Course CANVAS site: <https://canvas.brown.edu/courses/895496>

Course Description:

All domestic and global nonprofit/non-governmental organizations (NGOs) are facing significant challenges and opportunities in a rapidly changing environment. Not a day goes by without media attention on nonprofits addressing significant problems, or struggling to survive, or responding to misuse of donor funds or defending a controversial decision or a chief executive. To analyze these challenges and opportunities and related trends and issues is a fascinating undertaking! We will do this during this seminar.

Since I began teaching at Brown after retiring from my professional career with a nonprofit philanthropic organization, the United Way of Rhode Island, I have had time to read and reflect with faculty colleagues and students on the state of nonprofit practice, domestically and globally, and the capacity of this sector to address human need. I believe the sector, with some major exceptions, is deficient in its ability to take on this task. It often lacks the will, tools and strategies to take action to significantly reduce human need and suffering.

This seminar will take a critical look at the capacity of nonprofit organizations to create value and to use innovative strategies and new models of practice and policy to achieve significant impact and transformational social change. It will explore organizational models that are high performance, high impact, innovative and entrepreneurial. It will look at the fundamental principles and practices which, when applied, have contributed to success. The seminar will include a look at those nonprofits that are not successful and the reasons why. Students are challenged to reimagine the nonprofit sector and its role, to look at nonprofits as part of broader domestic and global systems and to propose bold ways to address the sector's deficiencies.

Course Objectives

1. To introduce students to trends and issues in nonprofit organizations, philanthropy and social finance and to models and strategies of successful organizational practice and transformational social change.
2. To introduce students to new ways of using nonprofits, for-profits and hybrids of both to achieve transformational impact.
3. To equip students with the skills to constructively critique an organization's potential to be successful and assess related challenges, barriers and opportunities to realize this goal.
4. To equip students with fundamental skills for success in the social sector.
5. To introduce students to career options in the social sector.

Teaching Methods

This course is built on a seminar format that is designed to integrate theory and practice through class discussion. It will feature case studies, in-class and on-line discussion, lectures, readings, student team-led seminars, videos and discussions with guest nonprofit leaders.

Required Course Materials

- Pallotta, Dan. *Uncharitable: How Restraints on Nonprofits Undermine Their Potential*. Medford. Tufts University Press. 2008 (Paperback Edition)
- Schorr, Lisbeth B. *Common Purpose: Strengthening Families and Neighborhoods to Rebuild America*. New York. Anchor. 1997 (Paperback Edition)
- Wagner, David. *What's Love Got to Do with It?: A Critical Look at American Charity*. The New Press. New York. 2000 (Paperback Edition)
- A CoursePak of two cases (American Red Cross + Cape Wind) are available online from Harvard Business School.

These texts are supplemented with additional readings and cases available on CANVAS.

Assignments

Class Participation

The quantity and quality of your participation in class *and* in the offline discussion forums will be assessed.

In Class:

This class requires active participation and engagement by each student. Good questions are sometimes better than good answers. Taking ideas "to the next level" is important for deepening understanding of concepts and practices. Seminar sessions will be structured as discussions about a case, readings, or a guest speaker. Discussion questions will be posted that are meant to frame the discussion around certain issues. Students are expected to come to class prepared to respond to any of these questions based on the information in the case study or assigned readings.

On Line

Discussion forums will be posted in CANVAS for class sessions #2 through #10. Each student is asked to engage in an active on line dialogue and discussion **before** and **after** each class. Please post your observations, reflections, insights, critiques and questions on the scheduled seminar session and on the postings of other students in the class. Please post pre-seminar by 4PM the day before the seminar and after class no later than Friday at midnight following the class.

Posting Articles:

I have established a discussion forum on CANVAS where students can post articles that are relevant to topics under discussion in seminar, both in class and online. This forum provides an opportunity to discuss the article offline, but students are invited to share their thoughts about the article with the class.

Grading

Grades will be based on: participation (25% - 12.5% in class; 12.5% on line), completion of the student team-led seminar (25%), a mid-term analysis (25%) and final (25%) assignment.

Policies

Assignment Submission

Assignments are due at the prescribed time listed on the syllabus. Documents should be uploaded as a separate file to CANVAS. Late assignments will be accepted only with my approval but the grade will be adjusted (10%) to reflect the missed deadline. Assignments submitted more than one week from the due date/time will not be accepted. With prior written (email) approval from the instructor, an assignment will be accepted until midnight on the due date without grade penalty.

Absences

If you won't be in class, please let me know ahead of time and submit any required assignments that may be required in advance of the class. If you are ill and recover, please submit required pre-class assignments within a week of your return to class. Failure to notify the faculty about illness or absence in advance will impact your attendance/class participation assessment.

Laptops/Cell phones

Laptops are welcome for note taking. Cell/smart phones are not.

COURSE OUTLINE

This outline contains the *required* reading assignments for each session. Additional *recommended* readings, links and other materials are contained in each class section in Canvas/modules. Please consult Canvas for updates and adjustments.

Session 1

September 4, 2014 (Shopping Period)

Course Introduction and Overview: Key Questions Facing the Nonprofit Sector

Session 2:

September 11, 2014

Trends & Issues in the Nonprofit Sector

Required Readings:

- **Cases:**
 - Chafkin, Max. *A Save-the-World Field Trip for Millionaire Tech Moguls*, New York Times, August 8, 2013. (charity: water)
 - Confessore, Nicholas. Chozick, Amy. *Unease at the Clinton Foundation Over Finances and Ambitions*. New York Times, August 13, 2103
- *For Nonprofits, a Bigger Share of the Economy*, New York Times, March 8, 2014
- Rhode Island Nonprofits At-a-Glance, The RI Foundation, Edition II, 2012
- Roeger, Katie, Blackwood, Amy, Pettijohn, Sarah. *The Nonprofit Almanac 2012* (Info graph), The Urban Institute
- The James Irvine Foundation, *Convergence: How Five Trends Will Reshape the Social Sector*, 2009
- *Letter from Nonprofits in the DC Area*, The Washington Post, May 25, 2014

Please see CANVAS module for this date for additional recommended readings.

Session 3:

September 18, 2014:

- **Charity vs. Justice**
- **The Challenges of Achieving High Performance and Impact**

Required Readings:

- **Case:** American Red Cross (A&B), Harvard Business School
- Wagner, *What's Love Got to Do With It*, Introduction (pp. 1-19) + Chapters 3, 4, 5, 6, 7 (pp. 69-180)
- Crutchfield, L. et. al. *Forces for Good: Six Practices of High Impact Nonprofits*, Chapter One, *Forces for Good*, pp. 11-29.
- Letts, C, et al. High Performance Nonprofit Organizations: Managing Upstream for Greater Impact, Chapter One, *Organizational Performance: The Hidden Engine of Social Impact*, pp. 15-28

Please see CANVAS module for this date for additional recommended readings.

Session 4:

September 25, 2014:

Poor Performance/Poor Impact

Required Readings:

- **Cases:**
 - The Somaly Mam Foundation
 - Greg Mortenson, Three Cups of Tea, The Central Asia Institute
 - *Three Cups of Deceit*, John Krakauer
 - *Final Report of the Montana Attorney General on Central Asia Institute*
- *The Spiral of Sustainable Excellence*, Paul Light, Nonprofit Quarterly, Winter, 2004
- *Principles for Good Governance and Ethical Practice: A Guide for Charities and Foundations*, Panel on the Nonprofit Sector, Independent Sector, October 2007

Please see CANVAS module for this date for additional recommended readings.

Session 5

October 2, 2014

Building Value + Impact

Required Readings:

- Harlem Children's Zone: <http://hcz.org/about-us/>
- The Bridgespan Group, *Realizing the Promise of Promise Neighborhoods*
- Schorr: Part One, *Spreading and Sustaining Success*. pp. 3-154.
- Berman, Art. *Pay for Success: What It Will Take to Work*, Stanford Social Innovation Review, June 2013
- John Kania & Mark Kramer, *Collective Impact*, SSIR, Winter 2011
- Center for American Progress on Social Impact Bonds
- Video, *Ted Talk, Esther Duflo, MIT*.

Please see CANVAS module for this date for additional recommended readings.

Session 6

October 9, 2014

Issues in Contemporary Philanthropy (#1): Are We Asking the Right Questions?

Required Readings:

- **Case:** Susan B. Komen Foundation
- **Case:** The Lance Armstrong Foundation
- Pallotta: *Introduction*, pp. xi-xv, Chapters 2, 3 & 4 pp. 35-185
- Video: TED Talk: Dan Pallotta
- *Do More Than Give*, Chapter One
- *Looking Out for the Future: An Orientation for 21st Century Philanthropists* (executive summary). The Monitor Group. 2005
- *"This is not Charity: How Bill Clinton, Ira Magaziner, and a team of management consultants are creating new markets, reinventing philanthropy and trying to save the world."* The Atlantic. October 2007.

Please see CANVAS module for this date for additional recommended readings.

Session 7

October 16, 2014

- **Issues in Contemporary Philanthropy (#2)**
- **Fund Development in Nonprofit Practice**

Required Readings:

- **Case:** Invisible Children/KONY 2012
- Dixon, Julie. Keyes, Denise. *The Permanent Disruption of Social Media*, SSIR, Winter 2013
- Sullivan, Paul. *Philanthropists Weigh the Return of Doing Good*, Wealth Matters, New York Times, September 28, 2012
- Video: Boston College Institutional Development

Please see CANVAS module for this date for additional recommended readings.

Mid-Semester Analysis Due

Session 8

October 23, 2014

- **Leveraging Power, Partnerships and Information to Achieve Change**
- **Policy Issues and the Nonprofit Sector**

Required readings:

- **Case:** Clean Power Now, Alliance to Protect Nantucket Sound and Cape Wind
 - Cape Wind: Off Shore Wind Energy in US – Harvard Business School
 - Other related background materials in CANVAS.
- Steven Teles & Mark Schmitt, *The Elusive Craft of Evaluating Advocacy*, SSIR, Summer 2011
- Bernholz, Lucy; Cordelli, Chiara, Reich, Rob, *The Shifting Ground Beneath Us: Framing Nonprofit Policy for the 21st Century*, Stanford Center on Philanthropy and Civil Society, September 2103

Please see CANVAS module for this date for additional recommended readings.

Session 9

October 30, 2014

Thinking and Acting Strategically and Holistically

Required Readings:

- **Case:** The Bridgespan Group. (2008). *The Justice Project: Using Strategic Planning to Increase the Impact of Advocacy*
- Kelly Campbell, Betsy Haley, *Business Planning for Nonprofits: What it is and Why it Matters*, The Bridgespan Group, 2006
- Jacqueline Hadley, Laura Lanzerotti, Adam Nathan, *Living Into Your Strategic Plan, A Guide to Implementation That Gets Results*. The Bridgespan Group, June 2011

- Rodin, Judith. *Innovation for the Next 100 Years. Supplement to the Stanford Innovation Review*, September 2013.
- Schoemaker, Paul. *6 Habits of Strategic Thinkers*, Inc.

Please see CANVAS module for this date for additional recommended readings.

Session 10

November 6, 2014

Sustainable Communities & Community Development

Required Readings:

- **Case:** “Broadmoor Lives”: A New Orleans Neighborhood’s Battle to recover from Hurricane Katrina, Kennedy School Case, Parts A (C14-08-1893.0) + B (C14-08-1894.0) + Sequel (C14-08-1894.1 (Canvas)
- Schorr, Chapter 9: *Synergy: Putting It All Together to Transform Neighborhoods*. 301-385

Please see CANVAS module for this date for additional recommended readings.

Session 11

November 13, 2014: Student-led Seminars

Session 12

November 20, 2014: Student-led Seminars

Session 13

December 4, 2014: Student-led Seminar and Wrap Up/Take-Aways

Session 14

December 11, 2014 (Or during week of December 8)

Tour of Amos House

Final Paper Due:

December 13, 2014, Midnight

