NONPROFITS AND SOCIAL TRANSFORMATION
RPAD 616 – Fall 2012

Rockefeller College of Public Affairs and Policy, University at Albany
Department of Public Administration and Policy

Professor Jennifer E. Dodge

Class Location: Husted 015
Office location: Milne Hall 308
Class Time: Monday 5:45-8:45 pm
Email: jdodge@albany.edu
Office Hours: Wednesday 2:00-3:00 pm and by appointment
Office phone: 442-5274

Course Description
This course addresses the role of nonprofit organizations in creating social change in a democracy. The course will focus on structures, strategies and tactics that nonprofit organizations can and do use to make change at individual, policy, and societal levels. Theoretical and case study readings focus on the challenges, paradoxes and successes of a variety of social change initiatives. A central organizing concept for this class is that creating social change is a challenging, long-term project, and that organizations trying to create social change must engage in a different kind of efficiency that has to do with what I call “doing double duty.” Doing double duty means making the most of one’s limited resources by working simultaneously toward multiple goals. This organizing concept will inform discussions of strategy, tactics, and goals of social change.

While this class will focus on nonprofit organizations, a central aim is to provide students who work or plan to work in nonprofits, government agencies or any other organization that has a public purpose with the opportunity to learn tools of social change. Through class discussions, exercises, and a service learning component, students will learn to apply these tools in diverse institutional settings and policy domains. The service learning component provides students with an opportunity to interact directly with a nonprofit organization in the Capital District – for Fall 2012 this will be Citizen Action of New York – to complete a research project that directly connects to and benefits the organization’s Campaign Finance Reform campaign, and to get involved in the organization’s work in other ways that will be shaped throughout the course (depending on how their work evolves during the semester).

Course objectives: By the end of the course, students should be able to:

1. Analyze and assess opportunities for improving the effectiveness of social change organizations along these dimensions: organizational strategy, organizational structure, and theory of change
2. Examine and critique the tactics and strategies that nonprofit organizations employ to pursue social change goals
3. Analyze and describe social problems from a social justice perspective that acknowledges the efficacy of affected individuals and populations, and exposes root causes of the issue
4. Apply a social justice approach to nonprofit work by learning how to:
   a. Build a case for social change using research and evidence
   b. Communicate social change efforts
   c. Marshal resources to affect change
   d. Identify ways of achieving impacts beyond specific organizational goals
5. Identify how scarce resources can be most effectively used to meet multiple goals simultaneously
Text Books
You may purchase required books through Mary Jane books at 215 Western Avenue.

Required:

Additional readings will be posted on Blackboard at [https://blackboard.albany.edu/](https://blackboard.albany.edu/). Use the same login and password required for MyUAlbany.

Communication
Students are invited to ask questions in class, during office hours, or via email. The best way to contact me outside of class is by email. I will usually respond to emails within 24 hours. If you send an email after 6pm, I may not response until the following day. Please write “PAD 616” in the subject line of emails. Please check your email regularly for emails from me as well.

Assignments
*Note: special assignments for doctoral students are listed below.*

Commentaries
To practice applying course concepts to real world cases and students’ own experience, students are required to submit short commentaries for designed classes that relate to the topic of the day. The assignment for each class is listed on the syllabus. Importantly, the commentaries should not be summaries of the reading. Instead they are opportunities to apply the concepts from the readings to real social change organizations or case studies. Students should be prepared to share their commentaries in class each week. As a class, we will work together to discuss them for the purposes of developing your skills in analyzing and critiquing social change efforts.

- Assignments should be no more than 1 page in length.
- Submit all commentaries electronically on blackboard before class on the designated date and bring a copy to class to discuss.

Real World Projects
To provide students with real-world opportunities to advance course objectives (outlined above), we will be working closely with Citizen Action of New York throughout the semester to conduct pieces of work that tie into their Campaign Finance Reform campaign. Professor Dodge will be the point person with Citizen Action, and students will also be given opportunities to work directly with staff at Citizen Action on certain aspects of the projects. Because we are working with a real life organization, the timing of assignment due dates and the content of assignments may diverge from the syllabus. Students will be apprised of all changes in as timely a manner as is possible, but are also asked to show some flexibility and responsiveness to the real world contingencies that Citizen Action faces in the campaign and to bring an attitude of learning to these experiences.
   To develop skills in doing research for social change, and communicating campaign messages to
diverse audiences based on the research findings, students will work with Citizen Action of New York to
research campaign financing. You will be expected to submit deliverables to Citizen Action of New York.
   - Sean Collins, IT/Communications Association, Citizen Action, will visit the class on August 27 to
     introduce us to Citizen Action and its Campaign Finance Reform campaign.
   - Bob Cohen, Policy Director, Citizen Action, will visit the class on September 10 to discuss the
     research project and get us started on the work. Students will work independently – and
     collectively at times – on the project. Students will be expected to report directly to Bob on a
     regular basis so the research can develop in tandem with the politics of the campaign. Bob and
     Prof. Dodge will clarify expectations in terms of the content, format and length of the
     assignment during the session on September 10.
   - Students will submit a draft of the assignment to Prof. Dodge via Blackboard in the format
     required by Citizen Action on September 30 at 2pm. Prof. Dodge will provide feedback.
   - Students will submit a final draft to Prof. Dodge and Bob Cohen at Citizen Action on October 14
     at midnight. *** This date might be moved up to accommodate the campaign.***

2. Project 2: TBD

Short Essays
   To assess your understanding of course materials and your ability to apply course concepts to
real-life social change efforts, each student is required to write 4 short essays throughout the course.
Each essay will require students to use course materials to define and analyze different organizational
and social change efforts. As much as possible we will connect these short essays to the on-going work
at Citizen Action of New York.
   - Submit all short essays electronically on blackboard at midnight on the designated date.
   - Assignments should be no longer than 5 pages in length.
   - Write all essays in complete sentences and paragraphs, double-spaced, with one-inch margins,
     Times New Roman 12 point font, and number the pages. Do not use cover pages. I will return
     essays that do not meet these guidelines to be rewritten.
   - You may provide tables and figures to support your arguments; place them at the end of the
     paper. Bibliographies, tables and figures do not count towards page length.
   - All sources should be in MLA citation style. For further guidelines see Appendix A.

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<tr>
<th>Essay 1</th>
<th>October 7 at midnight</th>
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<td>Essay 2</td>
<td>October 28 at midnight</td>
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<td>Essay 3</td>
<td>November 18 at midnight</td>
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<td>Essay 4</td>
<td>December 9 at midnight</td>
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Note: We may adjust the due dates and assignments for the short essays depending on the work
that we are doing with Citizen Action.

More detailed instructions for each assignment – including exact questions to answer – will be
distributed in class and posted on blackboard several weeks before the assignment is due. For guidelines
on Citations and Sources see Appendix A.
Special assignments for doctoral students

In lieu of the above assignments, doctoral students will be expected to write four literature reviews related to the topic of each unit of the course, to be determined in consultation with Prof. Dodge. Doctoral students will meet at the end of each unit to discuss their literature reviews with each other and with Prof. Dodge. You may choose to write commentaries and short essays, and participate in the real world projects, but these will not be required and will not be graded.

Doctoral students will be expected to read the materials for each class and come prepared to participate in class discussion.

- Submit all literature reviews electronically on blackboard at midnight on the designated date.
- Assignments should be no longer than 10-15 pages in length.
- Write all literature reviews in complete sentences and paragraphs, double-spaced, with one-inch margins, Times New Roman 12 point font, and number the pages. Do not use cover pages. I will return reviews that do not meet these guidelines to be rewritten.
- You may provide tables and figures to support your arguments; place them at the end of the paper. Bibliographies, tables and figures do not count towards page length.
- All sources should be in MLA citation style. For further guidelines see Appendix A.

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<th>Literature review due dates</th>
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<tr>
<td>Review 1</td>
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<td>Review 2</td>
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Grading

Student performance in the course will be determined as follows:

- Commentaries 8 % (1% for each assignment x 8 classes)
- Real world projects 60 % (30% for each project)
- Short Essays 32 % (8% each essay)

For doctoral students:

- Literature reviews 100 % (25% for each review)

Grading Scale

- A: 93-100
- A-: 90-92
- B+: 87-89
- B: 83-86
- B-: 80-82
- C+: 77-79
- C: 73-76
- C-: 70-72
- D+: 67-69
- D: 63-66
- D-: 62-60
- E: below 60
Grading Criteria

Commentaries – Your commentaries will be evaluated based on the degree to which you demonstrate 1) that you have read the material and 2) that you have applied course readings critically and thoughtfully to the organization, social change effort or case.

Real world projects – I will assess the real world projects based on a rubric that will be posted on Blackboard along with instructions. In general, you will be evaluated based on the degree to which you 1) provide deliverables in a timely manner to Citizen Action, 2) the degree of professionalism you display in your interaction with Citizen Action and its affiliates, 3) the degree to which the student answers the assigned question in a sophisticated manner, 4) overall organization and professionalism of the paper, and 5) the degree to which formatting and citation guidelines are followed.

Short Essays – I will assess essays based on a separate rubric that will be posted on Blackboard along with the instructions. In general, submissions will be assessed according to 1) the degree to which the student answers the assigned question in a sophisticated manner, 2) the quality of the reflexivity of the analysis, 3) the degree to which the student illustrates a complete understanding of the course material, 4) overall organization and professionalism of the paper, and 5) the degree to which formatting and citation guidelines are followed.

Literature reviews (for doctoral students only) – Your literature reviews will be evaluated based on 1) the degree to which you demonstrate a thorough understanding of the diverse theoretical perspectives and empirical research related to a particular topic, 2) the degree to which you summarize key answered and unanswered questions related to a particular topic, 3) the quality of your critique of the existing literature (especially in terms of its ability to inform practice), 4) overall organization and professionalism of the paper, and 5) the degree to which formatting and citation guidelines are followed. A rubric with these criteria will be posted on Blackboard along with more details instructions.

Other policies

Academic Integrity - As members of the SUNY community, we are all expected to adhere to high standards of intellectual and academic integrity. You can view our Academic Code at: http://www.albany.edu/content_images/AcademicIntegrity.pdf. This is a good resource, especially regarding integrity in writing. Violations of these standards will result in one of the following penalties: reduction in the grade for the assignment, failure of the assignment, failure of the course, or expulsion. In all cases, a Violation of Academic Integrity Report will be submitted to the Dean of Graduate Studies to be placed in your university file, with copies provided to you, the department head, and the Dean of Rockefeller College.

- Students with needs consistent with the Americans with Disability Act should inform the instructor during the first week of class so that reasonable accommodations can be made.
- This syllabus serves as a general outline. The instructor reserves the right to deviate from the plan if necessary. Students will be notified promptly of any modifications.
Course Schedule

UNIT ONE: FOUNDATIONS OF SOCIAL CHANGE NONPROFITS

Class 1 (August 27): Introduction to nonprofits and social change
  - Read only: The Research Findings: A framework of social change leadership, p. 268 - 279.
- Frumkin, Chapter 1, only: The Two Dimensions of Nonprofit and Voluntary Action, p. 19-28

Commentary 1 (due Aug 26 at 2pm; bring to class): Consider a nonprofit organization that you have worked with in the past, or that you admire. How would you describe that organization’s work using the model in the Ospina et al reading? You do not have to use all the elements in the model, but provide information on enough of the elements to give a clear picture of how the organization does social change work.

Guest: Sean Collins, IT/Communications Associate, Citizen Action of New York, on the history and structure of Citizen Action and its Campaign Finance Reform campaign

*** NO class September 3 for Labor Day ***

Class 2 (September 10): Organizational Strategy
- Community Organizing: Smock, Chapter 2: Models of Community Organizing, p. 10-34.
- Service Delivery: Frumkin, Chapter 3: Service Delivery, p. 64-95
- Social Entrepreneurship: Frumkin, Chapter 5: Social Entrepreneurship, p. 129-162.

Commentary 2 (due September 9 at 2pm; bring to class): After reading the assigned articles and book chapters for class 2 on organizational strategy, how would you change your assessment of the organizational strategies of the nonprofits we examined in class last week? What did you get right? What would you change? Why is the difference important for how the organization might carry out its work? In other words, what are the implications of the differences in what you originally thought and what you now think?

Guest: Bob Cohen, Policy Director, Citizen Action of New York, on the research project for the Campaign Finance Reform campaign

*** NO class September 17 for Rosh Hashanah ***
Class 3 (September 24): Structures of Social Change: Tapping into Member Knowledge, Interests, & Desires

- Smock, Chapter 5: Building a community governance structure, p. 97-148.

Commentary 3 (due September 23; bring to class): After reading the articles and book chapters for class 3 on structures of social change, how do you assess your design for member engagement in the Dudley Street Neighborhood Initiative? What did you do right? What would you change, if anything? Why would you change it?

Class 4 (October 1): Theory of Change and Campaign Strategy

- Smock, Chapter 6: Diagnosing and Framing the Community’s Problems, p. 149-175; chapter 7: Strategies and Outcomes, p. 221-243.

Recommended:
- Jim Collin’s manuscript on nonprofits

Commentary 4 (due September 30 at 2pm; bring to class): After reading the articles and book chapters for class 4, how would you change the way you assessed the theory of change in the Tajikistan case? Why do you think your new approach is an improvement over your original conceptualization?

Real World Project #1 Draft (due September 30 at 2pm)

NOTE: the readings and assignments from here down are incomplete. I will bring a more developed syllabus to the first class, and as noted above, will reserve the right to adjust the syllabus as needed throughout the semester.
UNIT TWO: PRACTICES OF SOCIAL CHANGE:

Class 5 (October 8): Research for Social Change
- Other readings to be determined

*Short Essay #1 (due October 7 at midnight). Instructions will be handed out separately.*

*Literature Review #1 (due October 7 at midnight). This assignment is for doctoral students only. Instructions will be handed out separately.*

Class 6 (October 15): Framing and Communications in Social Change Work
- Other readings to be determined.

*Real World Project #1 (due October 14 at midnight; to Bob Cohen via email and Prof. Dodge via Blackboard). Instructions will be handed out separately.*

Class 7 (October 22): Using Social Media for Advocacy
- Readings to be determined.

*Commentary 5 (due October 21 at 2pm; bring to class): TBD*
UNIT THREE: MARSHALLING RESOURCES FOR SOCIAL CHANGE:

Class 8 (October 29): Raising Money for Social Change
- Chetkovich and Kunruether, Chapter 3: Resources: Spinning Straw into Bricks, p. 111-131.
- Other readings to be determined

Short Essay #2 (due October 28 at midnight): Instructions will be handed out separately.

Literature Review #2 (due October 28 at midnight). This assignment is for doctoral students only. Instructions will be handed out separately.

Class 9 (November 5): Managing Staff in Contexts of Scarcity: Creating Opportunities to Lead
- Readings to be determined

Commentary 6 (due November 4 at 2pm; bring to class): TBD

Class 10 (November 12): Managing Volunteers
- Readings to be determined

Commentary 7 (due November 11 at 2pm; bring to class): TBD

Real World Project #2 Draft (due November 22 at 2pm): TBD. This assignment may change.
UNIT FOUR: KEEPING YOUR EYE ON BROADER IMPACT

Class 11 (November 19): Community Building: Building Bridges across Communities
- Other readings to be determined.

Short Essay #3 (due November 18 at midnight): Instructions will be handed out separately.

Literature Review #3 (due November 18 at midnight). This assignment is for doctoral students only. Instructions will be handed out separately.

Class 12 (November 26): Collaboration and Partnerships: Building Bridges across Organizations and Sectors
- Other readings to be determined.

Real World Project #2 (due November 25 at midnight; to Bob Cohen via email and Prof. Dodge via Blackboard). Instructions will be handed out separately. This assignment may change.

Class 13 (December 3): Integrating Social Movement Work into Organizations that Provide Services
- Kivel, P. 2007. “Social service or social change?” In INCITE (ed). The Revolution will not be funded: Beyond the Nonprofit Industrial Complex. (pp. 129-149).
- Other readings to be determined

Commentary 8 (due December 2 at 2m; bring to class): TBD

Class 14 (December 10): Students’ Choice
- Students will choose one topic from the following list:
  - Organizational Culture/Culture as a tool of social change
  - Leadership
  - Developing systems
  - Fostering human growth and development
  - Creating spaces of dialogue
  - Evaluation (of social change goals, civic engagement, etc.)

Short Essay #4 (due December 9 at midnight): Instructions will be handed out separately.

Literature Review #3 (due December 9 at midnight). This assignment is for doctoral students only. Instructions will be handed out separately.
*** DRAFT to keep going 8.21.12 ***
Appendix A: Citations and Sources

Citations. Include a bibliography in each essay. Students are to cite sources in a manner consistent with academic honesty policies. I would rather you include many citations rather than too few. As a general rule of thumb, provide a citation for something you did not know before you began your research. In-text citations and the bibliography should be formatted in MLA style. See the on-line help sheets at University at Albany’s citation fox website at http://library.albany.edu/cfox?type=mla. This reference explains how to cite references in the works cited section (bibliography) of your paper but it does not explain how to cite references in the text of your essay. Here are three common examples:

An idea without a direct quote: According to Fung (2003), there are several critical features of design that should be used to create forums for participatory decision making.

An idea with a direct quote: According to Fung (2003), there are several critical features of design that should be used to create forums for participatory decision making. He argues that “[t]he first important design choice, informing all of the others that follow, concerns your ideal of the public sphere” (p. 340).

Two works by the same author in the same year: According to Fung (2003a, 2003b), there are several critical features of design that should be used to create forums for participatory decision making.

Acceptable Sources. You may use primary and secondary sources. Primary sources include, but are not limited to, government reports, legislative hearings and testimonies, court decisions, and government auditor reports. Secondary sources are summaries and interpretations of primary sources. Secondary sources include, but are not limited to, articles from major newspapers and news magazines, network and cable news programs, and academic research. Blogs and Wikipedia are not acceptable sources. Be an intelligent consumer of information by evaluating secondary sources for potential political bias. If it is well known that a particular source is liberal or conservative, you must compensate for this in the paper. Acknowledge its bias and balance the information with something from a source on the other side of the political spectrum. Here are some places to start with your research, but feel free to consult other sources:

- Academic research published in public policy, public administration or political science journals such as: Journal of Public Policy Analysis and Management, Public Administration Review, Journal of Public Administration Research and Theory, American Review of Public Administration, Administration and Society, American Political Science Review, American Journal of Political Science, and Journal of Politics, etc. There are likely to be policy journals that are specific to your policy domain that can be great sources of public policy analysis.
- Congressional Research Service reports (opencrs.com and scattered elsewhere around the internet)
- Congressional testimony (available through Lexis/Nexis via the library) and reports completed by Congressional committee staff
- Agency Inspector General reports