

APS 103, January 2010

Nonprofit Leadership in Appalachia

Class meeting times: Monday-Friday, 10:00 AM till noon, Bruce Building 301A

Contact: David Cooke, 301B Bruce Building, 859 985 3941, cooked@berea.edu

This short term class will study the history and function of non-profit organizations in Appalachia and the role of personal and group leadership in determining their impact within Appalachian communities. Even though most models examined and fieldwork will emphasize the Appalachian experience much of the content of the course will be applicable across a wide geopolitical range.

Goals

Upon completion of this class the student will:

1. Understand the history of nonprofits reasons for their continued existence and importance in the modern world.
2. Be aware of the legal, financial and interpersonal aspects of the formation and management of nonprofit organizations.
3. Recognize the importance of both community and individual leadership practice and how she/he can apply this understanding to their academic experience.
4. Clarify the student's options for utilizing nonprofit systems for service opportunities within and outside of the Appalachian region.

Required books

Frumkin, Peter (2002). **On Being Nonprofit: A Conceptual and Policy Primer**. Cambridge, MA: Harvard University Press. ISBN 978-0674018358

Grobman, Gary (2007) **An Introduction To The Nonprofit Sector: A Practical Approach For The 21ST Century**. Harrisburg: White Hat, 2006, 2ND ED. ISBN 978-1929109197

Wolf, Thomas (1999) **Managing a Nonprofit Organization in the 21st Century**. New York: Simon & Schuster ISBN 978-0684849904

Other readings will be on reserve. I will also provide lists of selected internet readings as the class progresses.

Office hours

301B Bruce Building – 1:00 PM – 3:00 PM, Monday-Friday, other times by appointment.

Requirements

I assume that each student in this class will have perfect attendance; if for any reason it is not possible for you to attend a class; you must notify the instructor *before* the class time. Any deviation from the expectation of perfect attendance may affect your final grade. Please note that January 21-22 is mandatory participation in the off-campus, overnight requirement of the course. *Please notify your labor supervisor about this requirement*, and please let me know if I need to speak on your behalf. If you fail to participate in this off-campus requirement, you will not pass the course.

You must do the readings carefully and come to class ready to discuss them. Unannounced quizzes will be administered throughout the course.

Assignments

Papers and Presentation: You will have a paper due on the first, second and fourth Fridays as well as the fourth Monday of Short Term. These are brief papers and are intended to allow you to write about topics of interest to you within general areas of examination during the class. The first three papers are three to four pages each and the final paper four to six pages. It is not my intention to force you to engage in massive amounts of research but you must show that you have given serious thought to your topics and cite your sources.

In the paper due **January 8** you will write about leadership: any approach to leadership that is of importance to you. The purpose of this assignment is to help you focus in on the idea of leadership as you perceive it.

On **January 15** you will turn in a paper comparing any two nonprofit organizations: history, mission, size, structure as well as any other characteristics you find significant.

On **January 25** your assignment will be a comparison of any two web pages dealing with nonprofits. These can be individual organizations' web pages or more general sites dealing with broader areas than individual organizations. The internet has become such a powerful influence in the nonprofit world that you need to learn how to analyze web sites for value, meaning and accuracy.

Your fourth paper due on **January 28-29** will be the written form of the **ten minute presentation** you will give on one of those two final days of class. The topic is your choice: anything which we will have discussed in class or which those discussions have piqued your interest in is fair game as long as you deal with the general topics of leadership and nonprofits.

It should be apparent that a great deal of latitude is built into these assignments. I want you to write about something that interests you. Although I am not a writing instructor I still

require papers that are written with care and which indicate real thought and some research and reflect your personal opinions accurately.

Grades and grading

Class participation (meaning having read and being prepared to discuss homework assignments) is an important part of this class and will account for **20 percent** of your grade. **Presentations** will count for **10 percent**. **Unannounced quizzes** from readings will count for **30 percent**. The **four papers** will count for **30 percent**. The **midterm and final exams** will each count for **10 percent**. Failure to participate in the fieldwork, regardless of the reason, will result in failing the course.

Schedule

Keep in mind that this schedule is subject to change. We will have at least ten guest speakers in the class and perhaps more and the field work component is of course subject to alteration by adverse weather conditions. I will keep you informed of any changes as soon as they become apparent to me.

January 4. Introduction to the course, introductions, discussion of leadership, review of syllabus. Homework for January 5: Grobman, Chapters 1, 2 and 3, pg. 13-65.

January 5. The history and theory of nonprofits, basic nonprofit corporate structures. Homework for January 6: Grobman, Chapter 4, pg. 65-93.

January 6. Legal and regulatory issues.
Homework for January 7: Grobman, Chapters 5 and 6, pg. 93-113.

January 7. Boards and governance.
Homework for January 8: Grobman, Chapter 11, pg. 179-209 and the first paper .

January 8. Personnel and staffing.
Homework for January 11: Grobman, Chapters 7, pg. 113-133.

January 11: Ethics and development.
Homework for January 12: Grobman, Chapter 8 and 10, pg. 133-145, 157-179

January 12: Startups and fundraising.

January 13: Revisit leadership.
Homework for January 14: Grobman, Chapter 9, pg. 145-157.

January 14: Grantwriting.
Homework for January 15: Grobman, Chapter 11, pg. 179-209 and second paper.

January 15: Management and mid-term.
Homework for January 19: Grobman , Chapter 12, pg. 209-221.

January 19: Public relations and communications.
Homework for January 20: Grobman , Chapter 17, pg. 295-307.

January 20: Risk management and liability.

January 21 and 22: Field trip.
Homework for January 25: Grobman , Chapter 15, pg. 259-289 and third paper.

January 25: Strategic planning and change.
Homework for January 26: Grobman , Chapter 16, pg. 289-285.

January 26: Program quality issues.
Homework for January 27: Grobman , Chapters 13 and 14, pg. 221-259.

January 27: Lobbying and the internet and final exam. Homework for January 28 and 29:
Final presentations and papers.

Course Grades

The quality of a student's academic achievement in each Berea College course is reported through final course grades in a grading scale adopted by the College Faculty, as follows:

A: Excellent work

B: Good work

C: Competent work*

D: Poor work that is still worthy of credit

Raises serious concern about the readiness of a student to continue in related course work.

F: Failing work that is unworthy of credit

CA: The required minimum of 7 Convocation credits were earned

CF: The required minimum of 7 Convocation credits were not earned

S/U/SC: Satisfactory, Unsatisfactory, Satisfactorily Completed

Given in developmental mathematics courses and in other non-credit courses and projects. These grades are not used in determining the GPA.

P: Passing work

Given for courses which do not affect GPA, but for which credit is earned.

CP: Continuing progress

Given when a student is enrolled in a class that continues into the next term.

I: Incomplete

Assigned only when some portion of a course has not been completed for good and sufficient reason. Courses in which I grades are assigned must be completed no later than the end of the next regular term in which the student is enrolled or the grade will be

recorded as "F" on the permanent record. Note that instructors may set an earlier deadline for completion of incomplete work than that set by the College.

In addition, the course grades of A, B, C, and D may be modified by a plus (+) or minus (-) suffix, indicating achievement which is respectively at the higher or lower segment of each of these grade ranges.

Achievement in courses at the College is recorded by grades of A+/A/A-/B+/B/B-/C+/C/C-* /D+/D/D-/F/U/S/SC/P/CP/I.

* Please note that a C- does not count for sequenced courses requiring a C or higher in a previous course (e.g. FRN 102 requires a C or higher in FRN 101). A C- also falls below the standard of a C in order to be removed from Academic Probation.

Academic Integrity

The College statement on academic honesty can be found online in the Berea College Student Handbook

<http://www.berea.edu/vpls/studenthandbook/rightspolicies.asp#academichonesty>.

Regarding plagiarism, please see <http://chemistry.berea.edu/lobo2/lobo2.php>, which links to Hutchins Library's BOOST site. I will be vigilant in not tolerating either sloppy documentation or outright plagiarism. Students guilty of the former will be asked to re-do the assignment with a ten percent reduction; those guilty of the latter will receive a zero for a particular assignment, and a letter documenting such an offense will be forwarded on to Academic Services.

Special Needs/Disability Statement

Any student who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact Carol Barnett, PhD, LCSW, the Disability Services Coordinator, at (859) 985-3212 to discuss accommodations necessary to ensure his/her full participation in this course.

Other Policies

If we need to use laptops during class, I will announce this requirement well in advance. Otherwise, laptops are not to be opened or on the desks in class. Personal electronics (cell phones, iPods, PDA's, etc.) are not allowed in class. If you email me, I will do all I can to reply as quickly as possible.

David Cooke

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