

WEST TEXAS A&M UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE AND CRIMINAL JUSTICE

**EMA 6356 NONPROFIT ORGANIZATIONS AND MANAGEMENT IN
RURAL COMMUNITIES**

Instructor: Dr. Ming Xie (*She | Her | Hers*)

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NOTE: I will respond to messages within 48 hours, excluding weekends, holidays, and breaks.

NOTE: Please be mindful when emailing me – do not email a WT student with the same last name and the same first name initial with me. It is not the student’s responsibility to notify you that you’ve emailed the wrong person.

Office Hours: Tuesday and Thursday 10:00am-3:00pm or by appointment

Required Text:

- Worth, M. J. (2021). *Nonprofit management: Principles and practice* (6th edition). Sage. ISBN: 978-1-54437998-2

Recommended Text

- Eikenberry, A. M., Mirabella, R.M., and Sandberg, B. (Eds.). (2018). *Reframing nonprofit organizations: Democracy, inclusion, and social change*. Melvin & Leigh. ISBN: 978-0-99923596-6
- Anheier, H, K. & Toepler, S. (2023). *Nonprofit organizations: Theory, management, policy* (3rd ed.). Routledge. ISBN: 978-1-13862549-5
- Additional Readings will be available in WTClass under the “Readings” tab/folder.

Note: Students are expected to demonstrate the knowledge gained from all the provided reading materials through class participation and assignments.

Course Description:

This course aims to provide a better understanding of non-profit and voluntary organization management in rural communities. Along with the basic knowledge and concepts such as governance, planning, evaluation, volunteer, and financial management, this course encourages students to establish a vision of rural community development and non-profit capacity building.

Non-profit organizations are an important component of American society with increasing employment and career development opportunities. This course will provide students the breadth

and depth of skills to lead and management non-profit organizations at various levels, from rural grassroots to international organizations. This course will help students to compare the non-profit sector in rural and urban America and describe some key barriers faced by rural non-profits. The knowledge will also be beneficial for the students to understand the cross-sector collaboration and governance. There are no prerequisites, or particular knowledge required to take this course. After learning in this course, students should have a holistic view of the non-profit organizations in American society and rural communities. Also, students should be able to identify and analyze the current issues in practice by applying critical theory to very practical application.

Course Objectives:

Upon completion of this course, the students are expected to:

- Introduce basic concepts related to nonprofit organizations, their governance, organizational structure, leadership and management, and to understand nonprofit organizations and their environment
- Introduce the historical, cultural, and social context of nonprofit development in the U.S
- Inspire students to think about the role and function of nonprofit organizations in society
- Provide knowledge of related theories that influence nonprofit development and connect these theories with the practice of nonprofit management and governance
- Provide the knowledge that students can apply for their future research and career development
- Explain the nature and challenges of the relationships between nonprofit and public organizations and apply principles of management and organizational behavior to the challenges and opportunities presented by these relationships

This is a reading-intensive seminar. The readings per week are substantial, but not excessive for the graduate level. Students should approach the readings with the following questions in mind: (a) what is the main argument? (b) what is the evidence for the argument? (c) how convincing or problematic is the argument?

The instructor's role in the course is to provide a conceptual framework and facilitate learning, not only to deliver factual material to passive learners. The instructor will highlight areas of importance, provide linkage to other areas of knowledge, and offer detailed assistance with scholarly writing and research.

Course Requirements:

- **Weekly Discussions (48%)**

There are eight discussion board questions posted throughout the semester. Each student will answer the question and then respond to at least three posts written by classmates.

A major portion of this course is the weekly discussion of the readings. This discussion is meant to ensure that you understand the reading material, and to allow you to probe others about their interpretations/takeaways from the readings. The advantage of a discussion board is that it allows you to think about questions and consult other references before responding. The goal is to create a true dialogue where we all help each other understand the material in more depth. It is less focused on right answers and more focused on developing a sophisticated understanding of

the issues discussed in the readings. This may require you to go back and clarify your understanding of the concepts and theories we are using; this is healthy, as you will be learning the concepts better through application. So please do not hesitate to ask what may seem to be more elementary questions about the relevant concepts.

While the discussion board is asynchronous, it is important that the discussion be reasonably bounded by time. Generally one discussion question for each week will be posted by Friday before the new week starts. Each individual will need to respond to this question no later than 11:59pm CST on Friday of the new week. Then the response comments must be posted no later than 11:59pm CST on Sunday of each week. No class discussion will be made up without a prior request approved by the instructor.

Guidance for Discussion Board Posts, Responses and Grading

For initial posts, I would suggest framing your answers in the following way: (1) summarize what the author says about the key point or issue being asked about, (2) explain why you think the idea/concept is important, (3) discuss the strengths and/or weaknesses of the author's point of view on the issue or key point, and (4) provide examples as needed to make your points.

Comments will be posted as a "reply" message on the Discussion Board. Students should pick two to three review questions to reply too and should be no less than three sentences minimum, addressing a key idea, providing a critique, or furthering the discussion with connections to topics from the assigned readings. Be sure to select "Save & Publish" when posting answers and comments on Blackboard. The instructor will periodically review and post comments on the class discussion, to provide additional points of view or clarification where needed. As you respond to your classmates' discussion board posts, I would suggest thinking about a two-part response: (1) what you liked or agreed with or what resonated with you about a colleague's post, and (2) a follow-up question such as something that you are wondering about or curious about, etc.

Your discussion grade will be based on timeliness and quality, with the main emphasis on quality.

Timeliness is simple: did you post it before the deadline? Quality is less simple, but as these postings and responses are written, they are graded like other written assignments. They need to be clearly written, demonstrate a good understanding of the material, and apply it appropriately to the question. They need not be long, but should strive to move the discussion forward in a positive way. Responses are included in the quality grade and need to be of substance.

Superficial and superfluous responses to the review questions and any corresponding replies will receive a lower grade based on the quality of the response. Any late or incomplete assignments and/or postings will be penalized accordingly.

- **Case Study Assignment (15%)**

There will be one case study assignment during the semester. You will choose one nonprofit organization and conduct the analysis by using the concepts and theories we learned from the reading materials and discussions. Before conducting the case study please send me an email (mxie@wtamu.edu) to receive my approval regarding the organization you choose.

The organization's analysis will be 5-8 pages, double space, times new roman, 12 pt. font, adhering to APA citation guidelines and formatting.

The goal of this assignment is to have each student apply the knowledge learned in the class to a real life situation. Students should be succinct but provide enough information to analyze the organization's structure, operation, leadership, etc. Additional details and criteria for the case study assignments will be provided later in the semester.

- **Research Project (25%)**

Students will identify an aspect of nonprofit organizations and management that they find interesting. The project can be analytical or empirical in nature, both requiring a solid understanding of nonprofit organizations and management.

Analytical essays use existing research and supporting evidence to make a persuasive argument about a topic. Empirical essays either use existing data or produce new data to identify similarities or differences between cases. Students can also choose the cases in the textbook to summarize and analyze based on knowledge and critical thinking.

The assignment has three parts:

- First, students will complete a one-page description of their topic using the template provided via WTCClass (40 points).
- Second, students will complete a 3-5 pages detailed research design that outlines your analytical or empirical approach (60 points).
- Finally, students will submit a 15-page paper that examines the topic in depth having completed their research (150 points). The paper will be 15 pages, double space, times new roman, 12 pt. font, adhering to APA citation guidelines and formatting.

- **Learning Summary (12%)**

At the end of the course, you are expected to reflect on and summarize what you have learned in this course. In your summary, you can: discuss your observations about nonprofit management in practice; detail any new insights you have from the course readings and assignments; explain how this course has helped you understand the nature of nonprofit management; and discuss how you envision that the things you've learned during this course may contribute to your future career. Your summary should be 2-page minimum, double space, times new roman, 12 pt. font.

Evaluation

Students should be aware that the instructor grades assignments according to the description in the WTAMU Catalog. An A is reserved for those students that have excelled or mastered the material or activity. A B is reserved for those students that have met all required areas and went beyond them with, perhaps, a few mistakes. A C is reserved for those students that met the required elements of the assignment with appropriate effort and went no further. A D is reserved for those students that almost met all of the required elements of the assignment, but with additional effort would have met them all. Finally, an F is reserved for those students that did not meet the required elements and, obviously did not put forth the required effort.

Every effort is made to make the grading system and rubrics as transparent and fair as possible. You may contest a grade up to one week after it is returned. If you believe that there has been an error on your assignment or exam, please wait 24 hours after receiving the grade. After that period, please submit a written description of the error you believe occurred along with the assignment or exam to the instructor for re-grading. Clerical errors and outright mistakes will be corrected; decisions about the amount of partial credit to give for an answer will not be revisited. Please note that your grade could increase, decrease, or remain the same upon reconsideration.

- **Grading System**

Task	Points
Discussion Posts (8 x 60 points each)	480
Case Study Paper	150
Research Paper	250
Learning Summary	120 points
Total	1000 points

- **Grading Scale**

Percentage	Letter Grade
90.0 - 100	A
80.0 - 89.9	B
70.0 - 79.9	C
60.0 - 69.9	D
0 - 59.9	F

- **Attendance**

Attendance is important to succeed in this and any course in college. Your attendance is measured by your participation and completion of online activities.

- **Late Work**

The discussion post assignment must be submitted on time, as late submissions hinder the intended purpose of fostering student conversations and mutual learning. No late submission is allowed without a prior request approved by the instructor.

For paper assignment, late assignments will automatically be penalized 10% if they are submitted after the due date. Assignments will not be accepted if they are more than 24 hours late without making prior arrangements with the instructor. For example: if an assignment is due on Sunday at 11:59 PM turned in on Monday at 1:00 PM, a B paper would be dropped to a C. If the student does not submit the paper until Wednesday at 07:00 AM, no credit will be given for the assignment.

Please note: The Late Policy does NOT apply to course exams. There are no make-up exams allowed in this course unless prior arrangements are made.

- **Retakes**

If an assignment is returned to the student to be redone, it will be assessed a 15% penalty each time it must be redone. It is in the student's best interest to read/listen to assignment directions carefully so as to complete the assignment correctly the first time.

Course Policies and Responsibilities:

You will be responsible for assigned readings, quizzes, class lectures/discussions, participation in-class and other assignments.

Academic Integrity

All work must be completed individually unless otherwise stated. Commission of any of the following acts shall constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the exam is given in any subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so. For more information, see the [Code of Student Life](#). It is both the right and responsibility of every member of the community to read, understand and enforce the guidelines set forth for maintaining WTAMU's academic integrity. Sanctions for any violation of the Academic Integrity Code may include any of those listed under the "Sanctions/Penalties" section of the Code of Student Life. Plagiarism and Cheating are not tolerated. The WT Code of Student Life (August 2020, p. 25) defines plagiarism as:

- Presenting work, ideas or phrasing of another, in whole or in part, as one's own without giving credit and proper documentation of sources.
- Copying material directly from sources (including electronic media) except when the material is enclosed in quotation marks and the source is clearly identified. Failure to use quotation marks or appropriate methods of documentation shall be construed as attempted plagiarism.
- Paraphrasing too closely to the original, even when the source is identified.
- Claiming credit for work in any media (electronic, digital, artistic, etc.) where the student is not the original creator of said work.
- The use of AI outputs without attribution, and contrary to any direction by the instructor, is a form of plagiarism and constitutes academic misconduct.

All discussion board submissions must be in your own words. If you cite or quote, you must provide proper documentation for those sources (however, it need not be formal). Use of AI-generated content on the discussion board is strictly prohibited. An initial post identified as AI-generated or plagiarized will be scored a 0 for that week. If a second post is identified as AI-generated or plagiarized, you will receive a score of "0" for the 20% of your final grade allocated for discussion board contributions. Any additional submission of plagiarized or AI-generated content (exams, papers, etc.) will result in a grade of "F" for the course.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (Code of Student Life). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

ADA Statement

West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with [Student Disability Services](#) (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. Contact Information: Student Success Center, CC 106; phone (806) 651-2335.

Title IX Statement

West Texas A&M University is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect in an environment free of sexual misconduct and discrimination. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Harassment is not acceptable. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

- WTAMU Title IX Coordinator Richard Webb – Old Sub, **or** call 806.651.3199
- WTAMU Counseling Services – Classroom Center 116, **or** call 806.651.2340
- WTAMU Police Department – 806.651.2300, **or** dial 911
- 24-hour Crisis Hotline – 800.273.8255, **or** 806.359.6699, **or** 800.692.4039
<https://www.notalone.gov/>

For more information, see the Code of Student Life.

Evacuation Statement

If you receive notice to evacuate the building, please evacuate promptly but in an orderly manner. Evacuation routes are posted in various locations indicating all exits, outside assemble area, location of fire extinguishers, fire alarm pull stations and emergency telephone numbers (651-5000 or 911). In the event an evacuation is necessary: evacuate immediately do not use elevators; take all personal belongings with you; report to outside assembly area and wait for further information; students needing assistance in the evacuation process should bring this to the attention of the instructor at the beginning of the semester.

The schedule is tentative and subject to change.

Week 1, 01/16 - 01/21: Nonprofit management as a professional and field of study

- Syllabus review: Course objectives and assignments
 - Worth, Chapter 1
 - Anheier & Toepler, Chapter 1
 - Eikenberry et al., Chapter 2
 - McKeever, B. S. (2018). The nonprofit sector in brief 2018: Public charities, giving, and volunteering. <https://urbaninstitute.github.io/nccs-legacy/briefs/sector-brief-2018>
- Self-introduction

Week 2, 01/22 - 01/28: History

- Worth, Chapter 2
 - Eikenberry et al., Chapter 3
 - Anheier & Toepler, Chapter 2
 - Gilmore, R. W. (2017). In the shadow of the shadow state, in INCITE! Women of color against violence (Eds.), *The revolution will not be funded: Beyond the nonprofit industrial complex* (pp. 41-52). <https://sfoonline.barnard.edu/ruth-wilson-gilmore-in-the-shadow-of-the-shadow-state/>
- Discussion #1 (60 points)
 - Initial post due Friday 01/26 by 11:59pm
 - Comments due Sunday 01/28 by 11:59pm

Week 3, 01/29 - 02/04: Theories and Concepts

- Worth, Chapter 3
 - Anheier & Toepler, Chapters 3 and 5
 - Johns Hopkins' Comparative Nonprofit Sector Project: <https://ccss.jhu.edu/research-projects/comparative-nonprofit-sector-project/>
- Discussion #2 (60 points)
 - Initial post due Friday 02/02 by 11:59pm
 - Comments due Sunday 02/04 by 11:59pm

Week 4, 02/05 - 02/11: Governing and Leading Nonprofits

- Worth, Chapters 4 and 5
- Eikenberry et al., Chapters 7 and 8
- Anheier & Toepler, Chapter 12
- Freiwirth, J. (2011). Community-engagement governance: Systems-wide governance in action. *Nonprofit Quarterly*. <https://nonprofitquarterly.org/community-engagement->

- [governance-systems-wide-governance-in-action/](#)
- A 2014 study found gender disparities among top leadership positions in art museums, many of which are nonprofit. Full report: https://aamd.org/sites/default/files/document/The%20Gender%20Gap%20in%20Art%20Museum%20Directorships_0.pdf A New York Times write-up on the report is at: https://www.nytimes.com/2014/03/08/arts/design/study-finds-a-gender-gap-at-the-top-museums.html?_r=0
 - Discussion #3 (60 points)
 - Initial post due Friday 02/09 by 11:59pm
 - Comments due Sunday 02/11 by 11:59pm

Week 5, 02/12 - 02/18: Accountability and Performance Management

- Worth, Chapter 6
- Eikenberry et al., Chapters 4 and 11
- Anheier & Toepler, Chapter 9
- Elliott et al., (2015). How the Red Cross raised half a billion dollars for Haiti and built six homes <https://www.propublica.org/article/how-the-red-cross-raised-half-a-billion-dollars-for-haiti-and-built-6-homes>
- Discussion #4 (60 points)
 - Initial post due Friday 02/16 by 11:59pm
 - Comments due Sunday 02/18 by 11:59pm

Week 6, 02/19 - 02/25: Strategic Development and Capacity Building

- Worth, Chapter 7
- Eikenberry et al., Chapter 9
- Anheier & Toepler, Chapter 10
- Greenberg et al., (2014). The promise of comprehensive community development: Ten years of Chicago's new communities program <https://www.mdrc.org/publication/promise-comprehensive-community-development>
- Research Project Topic (40 points)
 - Due Sunday 02/25 by 11:59pm

Week 7, 02/26 - 03/03: Collaboration

- Worth, Chapter 8
- Eikenberry et al., Chapter 10
- Anheier & Toepler, Chapter 15
- Nimishakavi, S. (2016). Animosity among animal groups: An attempted collaboration

gone bad. <https://nonprofitquarterly.org/nonprofit-animal-shelter-collaboration-causes-donor-confusion-leads-split/>

- Discussion #5 (60 points)
 - Initial post due Friday 03/01 by 11:59pm
 - Comments due Sunday 03/03 by 11:59pm

Week 8, 03/04 - 03/10: Marketing and Communication

- Worth, Chapter 10
- Anheier & Toepler, Chapter 14
- Lovejoy, K. & Saxton, G. D. (2012). Information, community, and action: How nonprofit organizations use social media. *Journal of Computer-Mediated Communication*, 17(3), 337-353.
- Discussion #6 (60 points)
 - Initial post due Friday 03/08 by 11:59pm
 - Comments due Sunday 03/10 by 11:59pm

Week 9, 03/11 - 03/17: Spring Break No Class

Week 10, 03/18- 03/24: Human Resource Management

- Worth, Chapter 9 (pp. 246-258)
- Eikenberry et al., Chapter 6
- Anheier & Toepler, Chapter 13
- Race to lead: Confronting the nonprofit racial leadership gap
<https://buildingmovement.org/our-work/leadership/race-to-lead/>
- Research Project Outline (60 points)
 - Due Sunday 03/24 by 11:59pm

Week 11, 03/25 - 03/31: Volunteer Management

- Worth, Chapter 9 (pp. 261-273)
- Eikenberry et al., Chapter 15
- Anheier & Toepler, Chapter 7
- Discussion #7
 - Initial post due Friday 03/29 by 11:59pm
 - Comments due Sunday 03/31 by 11:59pm

Week 12, 04/01 - 04/07: Financial Management and Fundraising

- Worth, Chapters 12 and 13
- Eikenberry et al., Chapters 12 and 13
- Anheier & Toepler, Chapter 11
- Sullivan, L. (2015). In search of the Red Cross's \$500 million in Haiti relief. <https://www.npr.org/2015/06/03/411524156/in-search-of-the-red-cross-500-million-in-haiti-relief>
- Case Study Paper (150 points)
 - Due Sunday 04/07 by 11:59pm

Week 13, 04/08 - 04/14: Advocacy and Lobbying

- Worth, Chapter 11
- Eikenberry et al., Chapter 16
- Anheier & Toepler, Chapter 17
- Hasenfeld, Y., & Garrow, E. E. (2012). Nonprofit Human-Service Organizations, Social Rights, and Advocacy in a Neoliberal Welfare State. *Social Service Review*, 86(2), pp. 295-322.
- Discussion #8 (60 points)
 - Initial post due Friday 04/12 by 11:59pm
 - Comments due Sunday 04/14 by 11:59pm

Week 14, 04/15 – 04/21: Social Enterprise and Entrepreneurship

- Worth, Chapters 14 and 16
- Eikenberry et al., Chapter 14
- Anheier & Toepler, Chapter 8
- Kleinman, N., & Rosenbaum, N. (2007). *The Limits of Social Enterprise: A Field Study & Case Analysis*. New York: Seedco Policy Center. <https://crcamerica.org/wp-content/uploads/The-Limits-of-Social-Enterprise.pdf>
- Learning Summary (120 points)
 - Due Sunday 04/21 by 11:59pm

Week 15 & 16, 04/22 - 05/03: Complete Research Project

- Complete Research Project (150 points)

- Due Monday 04/29 by 11:59pm