

Organizations and Social Change

CMST 4350 Section 001

Fall 2013

10:30 – 11:20 Monday, Wednesday, Friday

Main 301

Instructor: Matthew L. Sanders, Ph.D.
Office: Old Main 202C
Office Hours: MW 9:00 - 10:15, and by appointment
E-mail: matt.sanders@usu.edu
Phone: (435) 797-8409

Required Texts

- Sanders, M. L. (2012). *Becoming a Learner: Realizing the Opportunity of Education*. Hyde Park, UT: Institute for Communication & Leadership.
- Frumkin, P. (2002). *On being nonprofit: A conceptual and policy primer*. Cambridge, MA: Harvard University Press.
- Wood, J. (2007). *Leaving Microsoft to Change the World: An Entrepreneur's Odyssey to Educate the World's Children*. New York: HarperCollins.
- Additional readings are available in PDF format on Canvas.

Course Description and Objectives

Nonprofit organizations, both in the United States and internationally, have long been agents of social change. Over the past 50 years, there has been tremendous growth and innovation in the nonprofit sector as the number of nonprofit and nongovernmental organizations has grown dramatically. This growth has made nonprofit and nongovernmental organizations a powerful economic and social force around the world. Health care, education, poverty, human rights, disease, and economic development are some of the issues that these organizations are addressing. Studying organizations and social change offers us the opportunity to enrich our understanding of how communication and organizing play out in the distinct characteristics and cultures of nonprofit and nongovernmental organizations. Our objectives in this class are to:

- Develop a theoretical understanding of the scope and purpose of nonprofit and nongovernmental organizations.
- Develop conceptual and critical awareness of international social change efforts from both nonprofit and business perspectives.
- Critically examine organizational communication concepts within the nonprofit context through scholarly research and community engagement.
- Engage in and reflect upon participation in social change/volunteer efforts with specific nonprofit organizations.
- Foster social and personal development, community responsibility, and values clarification related to social justice and social responsibility.

This course is specifically designed as a service-learning course. Service learning “is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (Service Learning

Clearing House, 2006). Service learning enables the construction of academic knowledge through engagement in an organizational context. My goal is to enable you to develop practical applications for your academic knowledge of nonprofit organizations and augment your understanding of social change. However, it is important to note that this course is not focused on practical managerial issues. The purpose of this course is to give you exposure to this area of organizational life, provide an opportunity for you to experience this kind of work, and help you think conceptually and critically about local, national, and international social change efforts.

Teaching Philosophy

I believe good teaching and learning come from engaging real-life situations and experiences. Therefore, I do not lecture extensively, and my teaching requires you to go beyond the readings as you study and prepare for class discussions. I will ask you to examine your own experiences and share them when appropriate, participate in group projects, and engage in experiential learning as we examine the nonprofit sector together. If you are not comfortable with this approach to teaching, I encourage you to find another course that will better meet your needs.

The purpose of meeting together as a class is to enable you to have experiences and conversations that you cannot get on your own. In other words, class will not be a review of the readings. Consequently, there are two kinds of work I need you to do in order for this class to be successful. First, do the reading for each class. A study guide is provided for each reading that highlights the concepts and key ideas that I want you to know and the important questions that I want you to consider. I will hold you responsible only for material on the study guides and topics discussed in class. Second, do all preparation assignments (e.g., study guides) and actively participate in class. Completing the preparation assignments and participating in class enables us to have conversations and activities that move us beyond the readings.

In addition, my goal in this class is not just for you to learn a set of concepts and discuss a set of issues. I am most interested in helping you develop a certain way of thinking about communication, organizations, and social change. It is this more sophisticated type of thinking that will come from our work together that can enable you to become a different kind of person – more capable, understanding, aware, and competent.

Course Assignments and Assessment

Grading. Please note that the grade of A is given for consistently excellent work that demonstrates an in-depth understanding of all course materials. B's are given for work that demonstrates instances of excellence with a very good understanding of course materials. C's are given for work that demonstrates a consistent satisfactory competence in course materials. D's are given for incomplete work, missed assignments, too many absences, etc. Please talk with me for further understanding of the grading criteria. If you have questions or concerns throughout the semester regarding your grades, please visit with me.

Course evaluation is based on the following assignments:

Engaged Scholarship Project	25%
Service Learning Project	25%
Midterm Exam	20%
Final Exam	20%
Participation	10%

Grade assignments will be as follows:

A	93% and above	C	73 – 76%
A -	90 – 92%	C -	70 – 72%
B +	87 – 89%	D +	67 – 69%
B	83 – 86%	D	63 – 66%
B -	80 – 82%	F	62% or below
C +	77 – 79%		

Exams (40%; 20% each)

You will have two exams. Each will consist of application and analysis questions regarding course concepts. Additional detail will be given during the semester.

Engaged Scholarship Project (20% written, 5% presentation)

One of the primary goals of this course is to explore the possibilities of engaged scholarship, or academic research that is used to address a social problem or community need. For this project, you will design and execute an engaged scholarship project of your choosing. Each individual/group will present the findings of their research to the class. Specific guidelines and instructions will be provided.

Service Learning Project (25%)

One of the key elements that define the nonprofit sector and social change is contributing to the common good. Such efforts seek to improve the conditions (in any number of ways) of those who lack resources, knowledge, access, or voice. Part of your grade in this course will be based upon a project of your choosing in which you seek to improve the common good. You will be required to spend 25 hours in a volunteer project and write a 12-page paper outlining what you did and how your participation helped you learn course concepts. Specific guidelines and instructions will be provided.

Participation (10%)

Participation is an essential component of individual and organizational success. You cannot be successful in this class or in any organization without participating. My perspective on participation is based on the “Law of the Harvest.” The law of the harvest simply means you cannot plant corn in August and expect to eat it before winter. Successful participation in this class means doing what is necessary each day to ensure success. The several elements of your participation grade are outlined below:

Group and Individual Contributions: You will do work both in groups and individually in this class. Because of the nature of the class and the importance of class and group discussion for the learning that will take place here, a significant portion of the final grade will be determined by your participation in class discussion and group collaboration. Involvement is a necessary, important, and *required* part of this course. Showing up is the first step to class participation. However, good involvement is not equal to quantity of participation in class. Rather, I am looking for quality involvement (i.e., not only engaging fully in class discussion, but also listening effectively to/with others, participating in activities, asking helpful questions, integrating the reading into class discussions, providing examples of course content).

A baseline assumption for this class is that you attend. You do not receive any kind of grade for attending class. However, I will take role, and you will be penalized 0.5% of your total course grade for every class missed. You are allowed 2 absences without penalty. Please consider these days as “personal

time off.” You can use these days when you are sick, out of town, overwhelmed with other schoolwork, or just want to go to the mountains. However, when you have used your personal time off, you have no more and each subsequent absence results in a deduction from your final grade. Therefore, if for example you miss 4 classes, you will receive a 1% deduction from your final grade. Also, please remember that attendance and participation are not the same thing.

Study Guides/Preparation Assignments: As stated in my teaching philosophy, the purpose of meeting together as a class is to have experiences and conversations that you cannot get on your own. Therefore, you must come prepared. To ensure that we are prepared to work together each day, you will be required to complete and turn in a study guide (definitions and discussion questions) or preparation assignment each class period. These study guides are not graded for content, but I record that you completed them and they count toward your participation grade, and therefore equal points on your final grade. Study guides serve as a mechanism to ensure that we can have productive discussions, and also orient you to the things I want you to know for the exam. Study guides and preparation assignments must be typed and will be turned in at the end of each class. No late work will be accepted for credit.

Tentative Course Schedule CMST 4350: Organizations and Social Change Fall 2013

Please note that this class is scheduled to meet Monday, Wednesday, and Friday. Because of the extensive service-learning requirement in CMST 4350, we will not meet as a class on Fridays after the second week of class. That time is reserved for you to work on your projects. Therefore, the course schedule below only lists Monday and Wednesday classes after Week 2.

Week 1: Course Introduction and Overview

Monday, August 26

- Course Overview

Wednesday, August 28

- Sanders, *Becoming a Learner*

Friday, August 30

- Frumkin, Chapter 1
- O’Connell, *Values that underlie the nonprofit sector*

Week 2: Project Proposals & Case Study

Monday, September 2

- **No Class: Labor Day**

Wednesday, September 4

- Wood, *Leaving Microsoft to Change the World* (Parts 1 & 2; through page 177)

Friday, September 6

- Wood, *Leaving Microsoft to Change the World* (Part 3; to the end)
- **Service Learning Project Proposal Due (Submit on Canvas)**

Week 3: Theoretical Frameworks

Monday, September 9

- Frumkin, Chapter 2 (selected sections)
- Frumkin, Chapter 3 (selected sections)
- Frumkin, Chapter 4 (selected sections)
- Frumkin, Chapter 5 (selected sections)

Wednesday, September 11

- Frumkin, Chapter 6

Week 4: Engaged Scholarship

Monday, September 16

- Boyer, *The Scholarship of Engagement*
- Guest Speaker: Casey Allred, *Effect International*

Wednesday, September 18

- Organize Engaged Scholarship Projects individually or in groups
- **Engaged Scholarship Project Proposal Due Friday, Septembers 20 (submit on Canvas)**

Week 5: Meanings of Work and Meaningful Work

Monday, September 23

- Mize Smith et al., *Framing the Work of Art: Spirituality and Career Discourse in the Nonprofit Arts Sector*

Wednesday, September 25

- Dempsey & Sanders, *Meaningful Work? Nonprofit marketization and work/life imbalance in popular autobiographies of social entrepreneurship*

Week 6: Volunteering

Monday, September 30

- Wilson, *Volunteering*

Wednesday, October 2

- Farmer & Fedor, *Volunteer Participation and Withdrawal*

Week 7: Exam 1

Monday, October 7

- *Exam 1 Review*

Wednesday, October 9

- **Exam 2**

Week 8: Nonprofit Marketization and Being Business-Like in the Nonprofit Sector

Monday, October 14

- Eikenberry & Kluver, *Marketization of the Nonprofit Sector*
- Ruud, *The Symphony: Organizational Discourses and the Symbolic Tension*

Wednesday, October 16

- Sanders & McClellan, *Being Business-like While Pursing a Social Mission*

Week 9: Exploring What It Means to Be Nonprofit-Like

Monday, October 21

- Lohmann, *And Lettuce Is Nonanimal*
- Sanders, *Theorizing Nonprofit Organizations as Contradictory Enterprises*

Wednesday, October 23

- Sanders, *Being Nonprofit-Like in a Market Economy*

Week 10: Social Entrepreneurship and Social Business

Monday, October 28

- Martin & Osberg, *Social Entrepreneur: The Cases for Definition*
- Bornstein, *How to Change the World: Social Entrepreneurs and the Power of New Ideas* (selections)

Wednesday, October 30

- Yunus, *Creating a World Without Poverty* (selections)

Week 11: Social Entrepreneurship and Social Business

Monday, November 4

- Nickel & Eikenberry, *A Critique of the Discourse of Marketized Philanthropy*

Wednesday, November 6

- Rivoli, *Travels of a T-Shirt*

Week 12: Engaged Scholarship

Monday, November 11

- **Engaged Scholarship Projects Due (Submit on Canvas)**
- **Engaged Scholarship Presentations**

Wednesday, November 13

- **Engaged Scholarship Presentations**

Week 13: Engaged Scholarship

Monday, November 18

- **Engaged Scholarship Presentations**

Wednesday, November 20

- *Exam 2 Review*

Week 14: Exam 2

Monday, November 25

- **Exam 2**

Wednesday, November 27

- **No Class: Happy Thanksgiving**

Week 15: Course Conclusion

Monday, December 2

- Porras, Emery, & Thompson, *Redefining Success*

Wednesday, December 4

- **No Class: Work on service learning papers; Individual meetings with professor**

Final

- **Service Learning Papers due Wednesday, December 11, by 9:30 am (Submit on Canvas)**