P A 744: Nonprofits, Public Policy and Society (Units: 3)
San Francisco State University
Spring 2016
Fridays, 6pm to 8:45pm
Downtown Campus, 677

Instructor: Kevin Hickey,
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Office hours Fridays, 5:15pm to 5:55pm; other times by appointment
Course Description

Nonprofit corporations and unincorporated voluntary associations play an essential role in creating and implementing public policy in the United States. Organizations in the nonprofit sector engage the public sector in a variety of ways. Nonprofits work to change laws and regulations at the local, state, and Federal levels of government. Government agencies contract and issue grants to nonprofit organizations, to help implement tax-supported policies. Research and analyses conducted and disseminated by nonprofits help public officials make better informed decisions.

In the U.S., the nonprofit sector helps mediate relations between government and the governed. In an era of widespread public skepticism and estrangement from institutions of representative democracy, private nonprofit corporations and voluntary associations facilitate collective action by citizens seeking more effective representation of their interests. As candidates and incumbents invest ever more in mass advertising and public opinion polls, instead of talking with the public, nonprofits help refine public preferences, and promote discussion between constituents and those in power. As government tries to improve its policies and programs, nonprofits offer flexible and innovative organizational resources for implementation. Tax-supported programs are strengthened by government partnerships with private nonprofit organizations, and mobilize the knowledge and resources of nonprofit governing boards, staff, and volunteers for public purposes.

This course introduces students to knowledge and ideas about the roles and functions of private nonprofit organizations in public policymaking and implementation. The course augments the conceptual tool kit of those who manage and lead nonprofits that are—or might someday become—part of the public policy process.

Course Objectives

1. Provide an introduction to the nonprofit and philanthropic sectors, with a focus on their relationships with the governmental and for-profit sectors
2. Explore the evolution of the nonprofit sector in the United States, from its historical underpinnings to contemporary understandings
3. Illustrate the impacts that policies have on the nonprofit and philanthropic sectors, as well as the impact nonprofit organizations and philanthropy can have on policy
4. Provide a foundation for understanding ongoing issues in debates on nonprofits, policy and society, including public support, accountability, advocacy, civic engagement, service provision and implications for democratic governance
5. Provide a framework students can use to develop advocacy capacity and strategy for community-based organizations improve public policy on behalf of their constituents
Student Learning Outcomes

1. Explain how public policy participation can serve nonprofit missions, and explain ways that nonprofits shape and implement public policy;
2. Explain a variety of forms and functions of nonprofit advocacy, including community organizing, policy research, lobbying, media relations, coalition-building, and other types of collective action for policy change;
3. Propose plans, strategies, and methods for increasing organizational capacity for effective participation in public policy;
4. Suggest leverage points for nonprofit participation in the policy process;
5. Use knowledge from this course to understand and evaluate independent readings and observations of nonprofit involvement in public policy, and demonstrate writing and oratory skills required for developing advocacy plans and ethical participation in public policy activities;

Course Organization and Approach

The course will include lectures, assigned and independent reading, field research, class discussion, case studies, small-group work, and student presentations. The instructor will give lectures and lead discussions. Students are expected to contribute knowledge, information, and well-reasoned ideas. Student contributions may draw from independent reading, field research, prior studies, and personal experience.

Instructor Expectations

1. Bring high expectations for yourself and your instructor
2. Prepare for the class with curiosity, passion and interest
3. Be respectful of others and their views
4. Speak up when you disagree
5. Ask questions when you don’t understand
6. Step up/step back
7. Act in accordance honesty, integrity and excellence
8. Build the respect of your peers and your instructor
9. Different levels of preparedness, including prior experience and general scholastic ability, and various competing priorities with school and work - be accountable for doing your work
10. Instructor as teacher, facilitator and coach

Required Readings

All required readings for this course including articles, course commentaries, and cases are available at course ILEARN or online at designated websites.

There is no required textbook for this course.
Grading

Course grades will be based on:

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<thead>
<tr>
<th>Assignment</th>
<th>Session Due</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Nonprofit organization participation in public policy paper</td>
<td>3</td>
<td>10</td>
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<tr>
<td>Public policy paper</td>
<td>4</td>
<td>15</td>
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<tr>
<td>SPARC Public Policy Advocacy Self-Assessment</td>
<td>11</td>
<td>20</td>
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<tr>
<td>Advocacy campaign plan and oral presentation</td>
<td>14</td>
<td>35</td>
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<tr>
<td>Class engagement</td>
<td>ongoing</td>
<td>20</td>
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<tr>
<td>Total</td>
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All papers should be 12 point font, doubled-spaced with standard 1” margins. Cover sheets are not necessary, but do include your name, assignment name, and a title for the assignment on page one. Grades will be reduced for assignments submitted late. Grades will be reduced by one full letter grade (e.g., from a B+ to C+) for each week or fraction thereof past due.

Instructor

Kevin Hickey's career is built on helping marginalized youth and families achieve self-sufficiency. Working with nonprofit service agencies and public policy advocacy groups, he currently serves as Director of High School and Bridge Programs at Jewish Vocational Service, and on the Steering Committee for the Community Coalition for the Children’s Fund. Kevin holds a B.A. in Psychology from San Francisco State University and a Master of Nonprofit Administration from the University of San Francisco, where he teaches social change advocacy courses. Kevin is a proud veteran of the United States Navy.

https://www.linkedin.com/in/kevinphickey

Session 1 (1/29/16) - Course overview, and nonprofit organizations in the United States and California

Required Reading


Urban Institute Nonprofit Sector in Brief 2015

Suggested Reading (optional)


National Center of Charitable Statistics http://nccs.urban.org/statistics/index.cfm

Independent Sector http://independentsector.org/our sector

Alliance for Justice http://www.afi.org/

Bolder Advocacy http://bolderadvocacy.org/

National Council of Nonprofits http://www.councilofnonprofits.org/

Session 2 (2/5/16) - Themes and ideas on nonprofits, conceptualizing advocacy and public policy, and nonprofits role in public policy

Required Reading


Session 3 (2/12/16) - Advocacy Progress Planner (an online tool for advocacy planning), and nonprofits participation in public policy

Required Reading

Familiarize yourself with the Advocacy Progress Planner
http://planning.continuousprogress.org/

Advocacy Progress Planner component definitions (ILEARN)

Course Commentary: “Modeling the Policy Process.” (ILEARN)


Written Assignment: Nonprofit organization participation in public policy

Write a two-to-three page paper describing one nonprofit organization's participation in public policy at the federal level, linking the example to course readings. Describe the organization’s efforts to influence or implement a federal government program, law, regulation, statute, ordinance, mic, or tax-supported service. It may be based on any reliable source. For example, you might learn about that nonprofit's efforts from the newspaper, the Internet, a book, your personal experience or observations, or someone you call, visit, or interview. Submit assignment by the start of session 3. Be prepared to discuss during class.
Suggested Reading (optional)

Sample Advocacy Plan: Tax Aid Advocacy Plan & Logic Model (ILEARN)


Kelly LaRoux. Nonprofits as Civic Intermediaries: The Role of Community-Based Organizations in Promoting Political Participation. Urban Affairs Review Volume 42 Number, January 2007 410-422. (ILEARN)

Session 4 (2/19/16) - Theories and strategies for effective policy change, policy papers, selection of group project teams

Required Reading


Written Assignment: Public policy paper

Write a three to four page paper on one public policy issue. Identify and describe the issue. What existing public policy is in place? What, if any, changes need to be made to public policy in this area? Which nonprofit groups are working in this policy area? **Submit your assignment by the start of session 4. Be prepared to discuss during class.**

Suggested Reading (optional)


Session 5 (2/26/16) -Nonprofit sector-wide trends and public policy issues

Required Reading


Session 6 (3/4/16) -Describing and counting public policy problems

Required Reading

Course commentary “policy problems” (IFEARN)

Counting the unemployed
http://www.bls.gov/cps/cps.htm

Suggested Reading


Public Policy Institute of California. The California Poverty Measure: A New Look at the Social Safety Net, October 2013
http://www.ppic.org/main/publication.asp?i=1070

Session 7 (3/11/16) - Private wealth, philanthropy and public policy

Required Reading

https://play.google.com/books/reader?id=q5ALvRp61wgC&printsec=frontcover&output=reader&hl=en&pg=GBS.PA6.w.2.0.0

Gara LaMarche. Democracy and the Donor Class. Democracy, Issue #34, Fall 2014

https://www.amacad.org/content/publications/pubContent.aspx?d=1049
Session 8 (3/18/16) - Legal framework for nonprofit engagement in public policy

Required Reading


SPRING BREAK - 3/25/16

Session 9 (4/1/16) - The role of nonprofits in the implementation of public policy

Required Reading


Session 10 (4/8/16) - No class

There is no class session this date. Complete the required reading below, and conduct field interview(s) to complete written assignment due session 11

Required Reading

http://www.northlandfdn.org/convening/keeleyl110/Civic%20Engagement/PublicPolicyCapacity.pdf

Session 11 (4/15/16) - Building organizational capacity for engagement in public policy

Written Assignment: SPARC Self-Assessment tool

Complete the State Policy Action Resource Center’s Public Policy Advocacy Self-Assessment tool on one nonprofit organization (see page 5 of SPARC Tool Kit), include an additional three to four page paper identifying the organization assessed, key sources of information, and an analysis of findings. Submit your assignment by the start of session 11. Be prepared to present and discuss during class.

Suggested Readings (optional)
Advocacy Capacity Tool. Alliance for Justice
http://bolderadvocacy.org/tools-for-effective-advocacy/advocacy-capacity-tool

Session 12 (4/22/16) - To be determined based on class need, student interest, etc.

Readings TBD

Session 13 (4/29/16) - Ethical considerations in nonprofits and public policy advocacy

Required Reading

Smart and Ethical Principles and Practices for Public Interest Lobbying (report), Center for Lobbying in the Public Interest

Smart and Ethical Principles and Practices for Public Interest Lobbying (Benchmarking Chart), Center for Lobbying in the Public Interest

Ethics in Nonprofit Organizations, by Gary M. Grobman
Chapter 1 and 2
http://www.socialworker.com/nonprofit/ethics

Short cases to be assigned in advance TBD

Session 14 (5/6/16) - Careers and leadership development in the nonprofit sector, group project time

Required Reading


http://d3n8a8pro7vhmx.cloudfront.net/epiplegacyurl/2902/EPIP GenChange framing_papper.pdf?1428457412
2015 Nonprofit Employment Practices Survey Results. nonprofitHR


Session 15 (5/13/16) - Final presentations, challenges to nonprofit advocacy, course wrap-up

Required Reading

None

Oral Presentation: Advocacy Campaign Plan (Advocacy Progress Planner)

Give an oral presentation to the class (lasting 15 - 20 minutes) based on your Advocacy Campaign Plan, followed by 5 minutes of questions and discussions.

**Submit any visual aids, handouts, etc provided. Bring sufficient copies of handouts for entire class.**

Session 16 (5/20/16) - Final written advocacy campaign plan due

Written Assignment: Advocacy Campaign Plan (Advocacy Progress Planner)

Class will be divided into groups to develop advocacy campaign plans using Advocacy Progress Planner: http://planning.continuousprogress.org/

Advocacy campaigns will be based on public policy issues discussed in class session 4. It is highly recommended to interview appropriate sources and conduct background research on the issue, political actors, political context, and plausible strategies. While in-class time to work on this project will be provided, it is expected that groups will complete the bulk of the work outside of class time.

Written assignment includes a completed Advocacy Campaign Plan using Advocacy Progress Planner, including selection of and details on each plan element. See grading rubric for further details on assignment expectations.

**Submit final written paper.**
B. CHSS Policy
Syllabi are to incorporate the Academic Senate Policy regarding finals week, the deadlines or withdrawals, late adds, CR/NC option and information related to course registration and Disability Programs and Resource Center. A sample listing of the required College policies are shown below.

Final Exam: According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule.

http://www.sfsu.edu/~acadres/final_exams/finals 16.htm

CHSS Withdrawal Policy: The last day to drop a class is February 9, 2016 until 11:59pm. Starting February 10 - April 26, 2016, you must submit a paper withdrawal petition. Withdrawal from a class starting February 10, 2016 will be considered for serious and compelling reasons only and must have accompanying documentation. The following reasons are not considered serious and compelling: Changing your major, poor performance, class not required for graduation/major, not attending class or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, documentation will be required, along with a copy of unofficial transcripts. Submit your petition within a reasonable timeframe (e.g., within 2 weeks of a change in work hours.) From April 27 - May 17, 2016, you may not withdraw from a class or the University, except only in the case of a serious documented illness or verified accident.

Withdrawals cannot be initiated electronically and must be submitted using a paper application. All electronic submissions of withdrawals will be denied automatically by the associate dean. You are only allowed to withdrawal from a maximum of 18 units and take a class no more than 2 times at SF State. Approval from the instructor and/or chair does not constitute automatic approval from the associate dean so continue attending class until a decision is made. Please refer to the following website for further information on withdrawal polices: http://chss.sfsu.edu/src

CR/NC Option: The last day to request CR/NC option is March 20, 2016 until 11:59pm. The Associate Dean will not approve requests for changes if you miss this deadline.

Late Add Policy: The period to add classes via permission numbers is January 27 - February 9, 2016. The period to add classes by Exception is February 10 - February 23, 2016. It is your responsibility to procure a late permission number from your instructor and add the class. Faculty cannot add you into a class. Starting February 24, 2016, a Waiver of College Regulations form must be signed by your instructor, Chair and CHSS Associate Dean to add. This will be approved only if there was an administrative error.

Check your registration through SF State Gateway: Sign up for CR/NC, drop and add classes by the appropriate deadline online through SF State Gateway. ALWAYS check your registration after making any changes and BEFORE deadlines to be sure you are registered properly for your classes. Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Social Sciences. It is ALWAYS the student’s responsibility to ensure their schedule is correct, even if the instructor indicates they will drop you.
This can be viewed on the Registration Calendar at the following website: http://www.sfsu.edu/~admisrec/reg/regsched2163.html

**Disability Programs and Resource Center:** Students with disabilities who need reasonable accommodations are encouraged to work with the instructor and contact Disability Programs and Resource Center (DPRC). They are located in SSB 110, can be reached by telephone at 415-338-2472 (voice/TTY) or by e-mail at dprc@sfsu.edu.

**Student Disclosures of Sexual Violence:** SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

- The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/
- Counseling and Psychological Services Center - (415) 338-2208; http://psyservs.sfsu.edu/

For more information on your rights and available resources: http://titleix.sfsu.edu