Instructor: Stephanie Jacobs
Email: jacob818@umn.edu
Office Hours: 3:30-4:25 PM at HHH 245 or email with alternative time
Emergency Contact: 612-301-7143

TA: Simon Cecil
Email: cecil009@umn.edu
Office Hours:

Course Description
As the environment for nonprofits continues to change, the demand for measured and innovative nonprofit management and governance is at a premium. Unique issues facing nonprofit managers and leaders include tensions between the nonprofit mission and the ever-changing funding markets, participation in policymaking, professionalism of the sector, accountability demands, and the challenges of part-time volunteers as board members providing governance, oversight, and leadership.

This course begins by exploring the sector, examining what makes nonprofits unique, the history of the U.S. nonprofit sector, the theoretical underpinnings for its existence, and its scope and impact on society. From there, we will examine governance and accountability of nonprofit boards, funding challenges, program evaluation, strategic management theory and practice, the role of nonprofits in policymaking, and the unique aspects of nonprofit finance. Throughout, we will examine real world examples and review the theories and practice that apply to them.

Making generalizations about nonprofits will be difficult because of the size and diversity of the sector and, therefore, the types of organizations in it. We will endeavor to be sensitive to that challenge by drawing upon examples from the many subsectors including health, religious institutions, performing arts, human services, and advocacy organizations.

Teaching Method

The teaching method will be an active and interactive model drawing upon readings, discussions, online presentations of material with podcasts and videos, teaching case studies, and collaborative projects. The delivery of this class will combine online and face-to-face elements with a large reliance on student participation.

Hallmarks of good participation include:
• Risk-taking, presenting an opposing view or different interpretation of the data.
• Listening, trying to understand what others are saying and why they are saying it.
• Bringing your own experiences when relevant to the discussion.
• Monitoring your own participation in terms of amount and quality.
• Being respectful of others at all times.
• Suggesting additional resources for the group to consider.
• Providing context and content to the discussion.

Course Requirements
Students will need to fulfill the following requirements:

1. Complete all assigned readings, podcasts, and videos before the class in which they are covered. For example, read JBH chapters 2 and 3 by 4:40 PM January 19th.

2. Attend all class sessions (5% of final grade). An attendance sheet will be distributed at least once during every class. See Absences policy below. Assessment criteria:

   0 unexcused absences = 100%
   1 unexcused absence = 91%
   2 unexcused absences = 85%
   3 unexcused absences = 75%

   Students with more than 3 unexcused absences must meet with the instructor to discuss ongoing participation in the course.

3. Participate in class sessions (10% of final grade). Assessment criteria:
   a. Participate in class discussions according to the hallmarks listed above.
   b. Include any applied relevant course concepts, theories, or materials correctly.
   c. Respond to classmates using relevant course concepts and providing substantive feedback.
   d. Apply relevant professional, personal, or other real world experiences.
   e. Support position with applicable resources beyond assigned reading.

   If you do not feel comfortable speaking during class, you must contact me to make other arrangements.

4. Complete all required group discussion summaries (10% of final grade).

   Unless otherwise noted, group discussion summaries are due by 8:00 PM on the Tuesdays where there is no class session. Groups will be formed by your instructor and will be the same as those for your final projects. You may use whichever tools you wish to conduct your discussions (Moodle, Google docs, Base Camp, etc.). However, your summaries must be in MS Word format and submitted via Moodle.

   *Summaries should be single-spaced, in 12-point font, with 1” margins. Each summary cannot be longer than one page.* In the summary, discuss the following questions:
a. Which major concepts does this question address?
b. Which individual and group life experiences did you discuss relative to this question?
c. What readings, class presentations, podcasts, or videos support these discussion points (a & b)?
d. What is the group’s position on the question?

Assessment criteria:

Discussion postings that meet all criteria for a grade level will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate levels.

“A” discussion postings
- Deliver information that is full of thought, insight, and analysis
- Make connections to previous or current content
- Make connections to real-life situations
- Contain rich and fully developed new ideas, connections, or applications

“B” discussion postings
- Deliver information that shows that thought, insight, and analysis have taken place
- Make connections to previous or current content, but the connections are not really clear or are too obvious
- Make connections to or to real-life situations, but the connections are not really clear or are too obvious
- Contain new ideas, connections, or applications, but they may lack depth and/or detail

“C” discussion postings
- Are generally competent, but the actual information they deliver seems thin and commonplace
- Make limited, if any, connections to course content and are often cast in the form of vague generalities
- Make limited, if any, connections to real life situations and are often cast in the form of vague generalities
- Contain few, if any, new ideas or applications; often are a rehashing or summary of other comments

“D or F” discussion postings
- Are rudimentary and superficial; there is no evidence of insight or analysis
- Contribute no new ideas, connections, or applications
- May be completely off topic

5. Complete all online quizzes (15% of final grade). Each quiz consists of ten questions and is based on the assigned readings, podcasts, videos, and lectures. Assessment
will be made according to the percentage of correct answers provided. No late quizzes will be accepted. Quizzes will be opened at the end of class the previous week and close on the following Tuesday at noon. For example, the quiz for week four will open after the end of the week three class (7:30 PM) and close at noon on Tuesday of week four.

6. Write a case study (30% of final grade). The case study consists of two parts: 1) analysis directed to a member of the organization under study (memo) and 2) explanation to the instructor of the analysis and recommendations (note). The case study should be uploaded onto Moodle in MS Word prior to the beginning of class on its due date. If the case study is received after that time, it will be penalized ½ grade for every 24-hour period it is late. The case study is assessed on a 100-point scale using the following criteria:
   a. Thorough analysis of the facts presented. (25 points)
   b. Appropriateness of the recommendations given the analysis and the parameters of the case. (25 points)
   c. Application of course materials (readings, podcasts, videos) in note to the instructor to support analysis and recommendations. (25 points)
   d. Writing mechanics and style (free of spelling, typographical, and grammatical errors; within page, margin, and font limitations; and appropriate for the identified audience). (25 points)

Case studies must be submitted in MS Word in 12-point font with 1” margins on all sides. Memos are limited to one page and notes to the instructor are limited to two pages.

7. Participation in a collaborative writing project and quality of final document (30% of final grade). At the beginning of the semester, students will determine the grading criteria for group participation that will be applied by all the members of the group to each other. Based on interest, students will be formed into small groups (3-5 members) and will develop a plan for a nonprofit organization. Sections of your group project are due to your instructor as noted in the syllabus. These sections will not be graded, however, your instructor will give you feedback on your material. Groups can also receive feedback through an individual group meeting with the instructor. It is strongly encouraged that groups take advantage of this opportunity. The drafts and final group project must be completed in MS Word and submitted via Moodle. The final draft will be graded according to several categories:
   a. Content (75% of group project grade)
      i. Mission, Vision, and Values and Theory of Change
      ii. Governance, Stakeholders and Organization Structure
      iii. Programs, Logic Models, and Evaluation
      iv. Budgeting and Resource Development
      v. Writing Style
b. Group participation as measured by the other members in your group according to criteria established in class. (25% of group project grade)

To summarize, the final grade will be determined using the following weights:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>5%</th>
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<tbody>
<tr>
<td>In Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Group Discussion Summaries</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
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<tr>
<td>Case Study</td>
<td>30%</td>
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<tr>
<td>Group Project</td>
<td>30%</td>
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</tbody>
</table>

Weekly participation and completion of assignments on time is essential for this class. Late assignments will be penalized ½ grade per 24-hour period (or fraction thereof) unless you have made special arrangements with your instructor in advance of the due date. Incompletes are strongly discouraged, rarely given, and only granted after a student and the instructor have mutually agreed upon a timetable for completion of all coursework.

Extra Credit: There will be one allowable assignment for extra credit. Students may choose to use Twitter to follow 10 prominent nonprofit experts in the field (must be approved by the instructor and the instructor can also provide suggestions). Students must follow these experts at the beginning of the semester and prove they are following them. Students must @ reply or retweet with additional thoughts at least once per week from at least one of these 10 nonprofit experts. At the end of the semester, students may turn in a 4 - 5 page, double spaced paper detailing how the course topics were relevant in the things these experts were tweeting. You must cite and incorporate course material in the paper. In order to do this extra credit, you must allow the instructor access to your Twitter page (to ensure that you are following and interacting with the experts). This extra credit is worth up to 10% of your grade.

Your cumulative score will determine your final grade. This course uses the standard University grading scale:

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<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>B+</td>
<td>87-89%</td>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>B</td>
<td>83-86%</td>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>80-82%</td>
<td></td>
<td>C-</td>
<td>70-72%</td>
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</table>

*University Grading Standards*

A  achievement that is outstanding relative to the level necessary to meet course requirements

B  achievement that is significantly above the level necessary to meet course requirements
achievement that meets the course requirements in every respect
achievement that is worthy of credit even though it fails to meet fully the course requirements
achievement that is satisfactory (in this course, equivalent to a C grade or better).
F/N represents failure or no credit, and signifies that work was either 1) completed, but at a level of achievement that is not worthy of credit, or 2) not completed, with no agreement between the instructors and the student that the student would be awarded an I.
I (incomplete) assigned at the discretion of the instructors when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completed the course requirements on time. Requires a written agreement between the instructor and the student.

Required Text

The Josey-Bass Handbook of Nonprofit Leadership and Management, 3rd Edition. Editor: David O. Renz. In the syllabus, this book will be noted as JBH.
Other required articles, podcasts, and videos will be posted on the Moodle course site.

Additional Assistance
There is a TA for this course. Any questions regarding course content, assignments, or grading should be directed to your instructor.

Policies

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.
As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.
Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."
Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty:
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.
Grading and Transcripts:
The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- **A** 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements

- **A-** 3.667

- **B+** 3.333

- **B** 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements

- **B-** 2.667

- **C+** 2.333

- **C** 2.000 - Represents achievement that meets the course requirements in every respect

- **C-** 1.667

- **D+** 1.333

- **D** 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements

- **S** Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

Sexual Harassment
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Academic Freedom and Responsibility:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".
Schedule

Week 1: In Class Session
Tuesday, January 19
Introduction to the Course
Scope and Definition
What Are Nonprofit Organizations?

Readings, Podcasts, Websites, and Videos:

Week 2: No Class Session
Tuesday, January 26
History of the US Nonprofit Sector and Group Formation

Due:
- Quiz on week 1 and 2 readings
- Create your flipgrid video and vote for your five favorites

Readings, Podcasts, Websites, and Videos:
- JBH Chapter 1: Hall, “Historical Perspectives on Nonprofit Organizations in the United States”

Additional Class Resources:
- Minnesota Attorney General’s website http://www.ag.state.mn.us
- Minnesota Charities Review Council’s website http://www2.smartgivers.org
- Description of other 501(c) organizations http://www.irs.gov/publications/p557/ch04.html
Week 3: In Class Session
Tuesday, February 2
Starting a Nonprofit Organization
Ethics, Accountability and Stakeholders

Due:
• Quiz

Readings, Podcasts, Websites, and Videos:
• “Who Speaks for Us?” case study
• FBI, IRS investigating misspending at Minneapolis nonprofit Community Action of Minneapolis: http://www.startribune.com/fbi-irs-investigating-misspending-at-mpls-nonprofit/295432371/
• Minneapolis looking to restart Community Action: http://www.startribune.com/minneapolis-looking-to-restart-community-action/315143761/

Activities:
• Review the steps to starting a nonprofit organization on the Minnesota Council of Nonprofits website, http://www.minnesotanonprofits.org/nonprofit-resources/start-a-nonprofit
• Discuss “Who Speaks for Us?” case study
• Form groups

Week 4: No Class
Tuesday, February 9
Board Overview and Legal Basics
Board-Executive Relationships

Due:
• Quiz
• Group discussion summary. Question: what do you feel are the challenges facing nonprofit boards today? Why?
• Mission, vision, and values section of group project for feedback

Readings, Podcasts, Websites, and Videos:
• CompassPoint's Board Basics Online Tutorial- watch the Plenary Session and then attend Session 2 on the Introduction to Nonprofit Boards (other sessions and activities optional): http://www.cpweb2.org/board/index.html
• Fiduciary Duties of Directors of Charitable Organizations from the Minnesota Attorney General’s website: http://www.ag.state.mn.us/Charity/FiduciaryDuties.asp
• Watch Hubert Project Resource Board Chair and Executive Director Relationship: http://www.hubertproject.org/hubert-material/374/

Week 5 In Class Session
Tuesday, February 16
Governance Part 2

Due:
• Quiz

Readings, Podcasts, Websites, and Videos:
• Classen, J. (2011) “Here We Go Again: The Cyclical Nature of Board Behavior” Nonprofit Quarterly, Spring Issue

Activities:
• Techniques for Facilitating a Board Meeting:
  http://hubert.hhh.umn.edu/BoardMeetingFacilitation/story.html

Week 6: No Class Session
Tuesday, February 23
Theories and Tools for Organizational Effectiveness
Program Development and Logic Models
Evaluation

Due:
• Quiz
• Governance, stakeholders, and organization structure section of group project due for feedback
• Group discussion summary. Question: Why are some nonprofit organizations resistant to evaluation?

Readings, Podcasts, Websites, and Videos:
• JBH Chapter 16: Murray, “Evaluating the Effectiveness of Nonprofit Organizations”
• Watch Hubert Project Resource Adapting Evaluation for Local Contexts in a Globalized World: http://www.hubertproject.org/hubert-material/364/

Week 7: In Class Session
Tuesday, March 1
Evaluation, Part 2

Due:
• Quiz

Readings, Podcasts, Websites, and Videos:
• JBH Chapter 15: Thomas, “Outcome Assessment and Program Evaluation”
• Watch Hubert Project Resource Writing Management Memos: http://www.hubertproject.org/hubert-material/182/

Week 8: No class session
Tuesday, March 8
Management of Staff Members and Volunteers

Due:
• Quiz
• CASE STUDY DUE: FRIDAY MARCH 11
• Group discussion summary. Question: Think about your favorite work or volunteer position. How do the readings for the week either reinforce or challenge what you experienced?
• Theory of change, Programs and logic models section of group project due for feedback

Readings, Podcasts, Websites, and Videos:
• JBH Chapter 26: Brudney, “Designing and Managing Volunteer Programs”

SPRING BREAK!
March 15

Due: Nothing

Readings, Podcasts, Websites, and Videos: None

Week 9: In Class Session
Tuesday, March 22
Financial Management
Budgeting

Due:
• Quiz
• Case study memo due

Readings, Podcasts, Websites, and Videos:
• JBH Chapter 17: Bell, “Financial Leadership in Nonprofit Organizations”
• Review the Charities Review Council’s financial activity standards
  http://www.smartgivers.org/financial_activity Standards
• Nonprofits Assistance Fund 10 Step Budgeting Process:
  https://nonprofitsassistancefund.org/resources/item/10-step-budgeting-checklist
• Nonprofits Assistance Fund Characteristics of Financially Healthy Nonprofits:
  https://nonprofitsassistancefund.org/resources/item/characteristics-of-financially-
  healthy-nonprofits
• Watch Hubert Project Resource Reliability and Autonomy in Nonprofit Finance:
  http://www.hubertproject.org/hubert-material/373/

Week 10: No Class Session
Tuesday, March 29
Advocacy
Nonprofit and Government Funding Relationships

Due:
• Quiz
• Group discussion summary. Question: Should a nonprofit organization ever turn down a
  funding opportunity? Why or why not?
• Budget section of group project due for feedback

Readings, Podcasts, Websites, and Videos:
• JBH Chapter 21: Smith, “Managing the Challenges of Government Contracts”
• Avner, M. 2004 “Essentials for Advancing Nonprofit Advocacy: Board Leadership”
  https://nonprofitquarterly.org/philanthropy/740-essentials-for-advancing-nonprofit-
  advocacy-board-leadership.html The Nonprofit Quarterly
• The Nonprofit Quarterly, 2000, The Meaning and Actions of Advocacy

Week 11: In Class Session
Tuesday, April 5
Resource Environment and Funding Relationships

Due:
• Quiz

Readings, Podcasts, Websites, and Videos:
• Peter Kim, Gail Perreault, & William Foster, Fall 2011 “Finding Your Funding Model” Stanford Social Innovation Review
  http://www.ssireview.org/articles/entry/finding_your_funding_model
• “Choosing Your Fundraising Strategies“, The Nonprofit Quarterly:

Week 12: No Class Session
Tuesday, April 12
Resource Environment and Funding Relationships, Part 2

Due:
• Quiz Due
• Group discussion summary. Question: What should nonprofits consider before starting a social enterprise?

Readings, Podcasts, Websites, and Videos:
• Social Enterprise Explained: For beginners, wonderers and people with ideas big and small:
• Barr, Kate (2008) Compare and contrast- Social enterprise, entrepreneur, and business:
  https://nonprofitsassistancefund.org/blog/2008/09/compare-contrast-social-enterprise-entrepreneur-business
• Jacobs, Stephanie (2014) Social Enterprise: If you build it, they probably won’t come:
  https://nonprofitsassistancefund.org/blog/2014/01/social-enterprise-if-you-build-it-they-probably-wont-come

Week 13: In Class Session
Tuesday, April 19
Philanthropy

Due:
• Quiz Due

Readings, Podcasts, Websites, and Videos:
• Connant, D. 2013 “why Philanthropy is R&D for Business, McKinsey Quarterly
• JBH Chapter 14: Yankey and Willen, “Collaboration and Strategic Alliances”
  http://nvs.sagepub.com/cgi/content/abstract/37/3/537
• How Mark Zuckerberg’s Altruism Helps Himself: https://www.propublica.org/article/how-mark-zuckbergs-altruism-helps-himself

Week 14: No Class Session
Tuesday, April 26
Free Week to Work on Group Projects

Due:
• Draft of final group project for feedback

Readings, Podcasts, Websites, and Videos: None

Other Activities: None

Week 15: In Class Session
Tuesday, May 3

Due:
• Group project presentations

In Class Activities:
• Peer evaluation of group projects
• Course evaluation

*Final group projects and group participation scores are due by 5:00 PM on Tuesday, May 10, 2016*