

The George Washington University  
Trachtenberg School of Public Policy and Public Administration

**PPPA 6031 - GOVERNING AND MANAGING NONPROFIT  
ORGANIZATIONS**  
(Fall, 2020)

(Rev. 8/5/20)

**GENERAL COURSE INFORMATION**

PPPA 6031.10 (CRN 52343)  
Governing and Managing Nonprofit Organizations

**PROFESSOR INFORMATION**

Michael J. Worth  
Professor of Nonprofit Management  
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Office hours: Fall, 2020: Times for virtual office hours will be announced by the professor. Students are encouraged to make an appointment, even during scheduled office hours. The professor also is available for phone or tele-conference meetings by appointment. Email is the best way to contact the professor for a prompt reply.

**COURSE FORMAT (REMOTE LEARNING)**

This course requires work to be conducted by students asynchronously (i.e., on their own), including reading, viewing online videos, and reviewing narrated PowerPoints posted on Blackboard by the professor. It also includes synchronous class sessions, which will be conducted through Blackboard Collaborate Ultra. This syllabus provides instructions to students for preparing for each class session and an agenda for each session. *The professor will provide additional directions and may modify assignments in this syllabus as the course unfolds. The professor will communicate with the class via email on a regular basis with regard to any changes.*

**COURSE DESCRIPTION**

This course provides a comprehensive overview of principles related to the governance and management of nonprofit organizations. Topics considered include the historical, legal, and social foundations of the nonprofit sector; developing organizational strategy and capacity; managing staff, boards, and volunteers; financial management; fundraising, marketing, communications, and advocacy; collaboration, partnerships, and mergers; accountability and performance management; earned income activities; social entrepreneurship and innovation; and policy issues affecting the nonprofit sector. The emphasis is on nonprofit organizations in the United States. There is no course prerequisite.

## INTENDED AUDIENCE

This course is appropriate for students planning or considering careers in the nonprofit sector as well as individuals employed in nonprofit organizations who seek to expand their knowledge in order to advance to more senior management roles. It is a required course for MPA and MPP students concentrating in nonprofit management and for students enrolled in the Graduate Certificate in Nonprofit Management program. It is also appropriate as an elective for other students who desire an understanding of the field.

## LEARNING OUTCOMES

Students completing the course will be able to: 1) Describe the unique characteristics and values of the nonprofit sector; 2) Identify organizational opportunities and problems and propose strategic approaches; 3) Recognize the major challenges in governing and managing nonprofit organizations and identify models and tools that may be applicable in various situations; 4) Explain various approaches to measuring the performance of nonprofit organizations; 5) Explain basic principles of financial management; 6) Identify alternative strategies for revenue generation; and 7) Analyze the key policy issues affecting the nonprofit sector.

## METHODS OF EVALUATION

### **20% of course grade: class participation**

Students are expected to attend virtual class sessions and participate in discussions. Attendance will be taken in each class session. Attendance policies follow those of the Trachtenberg School of Public Policy and Public Administration. Students who may have difficulty attending a virtual session should contact the professor to discuss alternatives.

### **40% of course grade: brief papers**

Twice during the semester, the professor will assign questions related to a case. The written assignment will require students to compare, contrast, and analyze concepts and issues related to the case, drawing on readings and class discussion. Answers are to be written at home. The paper may not exceed five (5) pages, double-spaced. Each brief paper counts for 20% of the course grade. The paper must be submitted via email no later than the beginning of the next class session. The cases must be purchased from the Harvard Business School site for \$4.25 each (see detailed instruction under Required Reading, below).

### **40% of course grade: course paper or project**

Students will complete a course paper or a project, on a topic of their choosing that is related to the course. The paper or project may take several forms, as explained in **Attachment I** to this syllabus.

Students are strongly encouraged to identify the topic of their paper or project as early in the semester as possible, not later than week 8. Formal approval of the topic is not required, but students are encouraged to discuss their ideas with the professor to make sure that it is appropriate.

Students should be prepared to give a brief (5 minutes) summary of their work in class, as called upon, beginning in the next-to-final session. The completed paper/project must be submitted via email no later than the day of the final class meeting.

**GRADING STANDARDS** – See [Attachment II](#)

**COURSE POLICIES** – See [Attachment II](#)

**TIME COMMITMENT** – See [Attachment II](#)

## **REQUIRED READING**

### **Books (Purchase):**

Crutchfield, Leslie R. and Heather McLeod Grant, [Forces for Good \(Revised and Updated\)](#). San Francisco: Jossey-Bass, 2012. [ISBN 978-1-118-11880-1]

Worth, Michael J., [Nonprofit Management: Principles and Practice \(fifth edition\)](#). Thousand Oaks, CA: Sage/CG Press, 2019. [ISBN 978-1-5063-9686-6]

### **Blackboard and Web:**

Additional required and recommended readings are available on Blackboard or the Web.

### **Cases (brief paper assignments):**

Two case studies to be read in connection with the brief paper assignments must be obtained from the Harvard Business School. Students will need to register at the Harvard website and pay Harvard directly for the download fee of [\\$4.25 for each case \(total \\$8.50\)](#). The URL for the Harvard site is <https://hbsp.harvard.edu/import/732355>. This will bring you to a site for [this course](#), where you can register and purchase access to the two cases. If you have any difficulty downloading the cases, please contact Harvard Business Publishing Tech Help line at (800) 810-8858, which is open 24/7.

## **RECOMMENDED READING**

Recommended reading is suggested for students who may wish to know more about a particular topic. It is optional. The professor may assign additional readings as the semester progresses.

## **RECOMMENDED WEBSITES**

External links are provided on Blackboard to some websites that are good general sources of information on nonprofit management and related topics. Students may find some of these sites helpful in identifying paper topics and resources. Unless specifically assigned as required reading, viewing of these sites is optional.

**COURSE OUTLINE, READING, CLASS SESSIONS****SESSION 1****AUGUST 31, 2020****COURSE INTRODUCTION AND OVERVIEW****Required reading:** No reading is required in advance of the first session.**Preparation for class:** None required.**Class session:**

- 1) Introductions by students and professor
- 2) Overview of course (PowerPoint)

*[Note: This PowerPoint is available on Blackboard. Other PowerPoint presentations in this course are narrated. This version is not narrated and will be presented live by the professor in the virtual class session.]*

**SEPTEMBER 7, 2020 - LABOR DAY – NO CLASS MEETING**

Students should use this week to review the course materials and contact the professor with any questions; begin to consider paper topics; and complete the reading/viewing assigned for week 3.

**SESSION 2****SEPTEMBER 14, 2020****FOUNDATIONS OF THE NONPROFIT SECTOR**

**Required reading/viewing:** **BOOK:** Worth, Chapters 1-3; **BLACKBOARD:** Starr, 2012, The Eight Word Mission Statement; **YOUTUBE:** “Know Your Sector”

([https://www.youtube.com/watch?v=0myNj8BHt\\_4](https://www.youtube.com/watch?v=0myNj8BHt_4))

**Recommended reading/viewing:** **BOOK:** Worth, Chapter 17 (International) *NOTE:* Those with an interest in international organizations may wish to read this chapter. While the focus of this course is on management of nonprofits in the U.S., most topics have relevance in the international environment. Students are also encouraged to pursue that perspective in class discussions and in their final papers, as their interests may dictate; **BLACKBOARD:** (1) Witesman, 2016, An Institutional Theory of the Nonprofit; (2) Battilana et. al., 2012, In Search of the Hybrid Ideal

**Preparation for class:**

- 1) Complete assigned reading.
- 2) Review PowerPoint on Blackboard.
- 3) Note questions you have based on the reading or PowerPoint.
- 4) Review and think about the Questions for Discussion posed at the end of the assigned chapters in the textbook and be prepared to discuss in the class session.
- 5) Pay particular attention to Case 2.1: “The Chan-Zuckerberg Initiative.” Think about the questions posed at the end of that case and be prepared to discuss the case in class.

**Class session:**

- 1) Lecture (Professor will review key points from readings and PowerPoint.)
- 2) Discussion of student questions and comments on reading and PowerPoint
- 3) Discussion of selected Questions for Discussion from assigned textbook chapters
- 4) Discussion of the Chan-Zuckerberg initiative
- 5) Discussion of additional questions that the professor may pose

**SESSION 3****SEPTEMBER 21, 2020****NONPROFIT GOVERNING BOARDS**

**Required reading/viewing:** **BOOK:** Worth, Chapter 4 (including case on *Sweet Briar College*); Worth, Case 12.2 (end of chapter 12), *Corcoran Gallery of Art*; **WEB:** (1) Brennan and Forbes, 2019, “The Governance Gap” ([https://koyapartners.com/wp-content/uploads/2018/12/KOYA\\_GovernanceGap\\_FINAL.pdf](https://koyapartners.com/wp-content/uploads/2018/12/KOYA_GovernanceGap_FINAL.pdf))

**Recommended reading/viewing:** **BLACKBOARD:** (1) Walsh et al., 2014, Boosting Nonprofit Board Performance; (2) Leading With Intent, 2017; **YOUTUBE:** “Passion Is Not Enough” (<https://www.youtube.com/watch?v=MIF9yJVldwQ>)

**Preparation for class:**

- 1) Complete assigned reading/viewing, including cases at the end of chapter 4.
- 2) Review and think about the Questions for Discussion posed at the end of the assigned chapter.
- 3) Consider questions posed in the text with regard to the *Sweet Briar* and *Corcoran* cases and be prepared to discuss them in class.
- 4) Review PowerPoint on Blackboard.
- 5) Note questions you have regarding the reading or PowerPoint.

**Class session:**

- 1) Lecture (Professor will review key points from readings and PowerPoint.)
- 2) Discussion of student questions from reading or PowerPoint
- 3) Discussion of selected Questions for Discussion from Chapter 4
- 4) Discussion of *Sweet Briar College* and *Corcoran* cases
- 5) Discussion of additional questions that the professor may pose

**SESSION 4****SEPTEMBER 28, 2020****NONPROFIT EXECUTIVE LEADERSHIP**

**Required reading:** **BOOK:** Worth, Chapter 5, including *Habitat for Humanity* and *United Way* cases

**Recommended reading:** **BLACKBOARD:** (1) Herman, 2016, Executive Leadership; (2) Daring to Lead, Brief #3, 2011; (3) Silverman and Taliento, 2006, What Business Executives Should Know About Nonprofits; (4) Tebbe et al., 2017, Executive Succession

**Preparation for class:**

- 1) Complete assigned reading, including *Habitat* and *United Way* cases.
- 2) Consider the Questions for Discussion posed at the end of Chapter 5 and be prepared to discuss them in the class session.
- 3) Consider questions posed in the text with regard to the *Habitat* and *United Way* cases and be prepared to discuss them in class.
- 4) Review PowerPoint on Blackboard.
- 5) Note questions you have based on the reading or PowerPoint.

**Class session:**

- 1) Lecture (Professor will review key points from readings and PowerPoint.)
- 2) Discussion of student questions from reading or PowerPoint
- 3) Discussion of selected Questions for Discussion from Chapter 5
- 4) Discussion of *Habitat for Humanity* and *United Way* cases
- 5) Discussion of additional questions that the professor may pose

**SESSION 5**  
**OCTOBER 5, 2020**  
**ACCOUNTABILITY AND PERFORMANCE**

**Required reading/viewing:** **BOOK:** Worth, Chapter 6; **VIDEO:** “The Way We Think About Charity Is Dead Wrong” (Pallotta) (<https://www.youtube.com/watch?v=bfAzi6D5FpM>)

*[NOTE: Worth, Chapters 7 and 8 are related to week 8, but it is suggested that students get started reading them this week to allow time for reading the entire Crutchfield and Grant book, which is also assigned for week 8.]*

**Recommended reading:**

**WEB:** Morino, [Leap of Reason](#); Hunter, [Working Hard and Working Well](#)

(Both books are available for free download at <https://leapofreason.org/get-the-books/leap-of-reason/>);

**BLACKBOARD:** (1) Kim, et al., 2019, Challenges in the use of performance data in management: Results of a national survey of human service nonprofit organizations. (2) Mook et al., 2015, Turning SROI On Its Head

**FIRST BRIEF PAPER ASSIGNED: HULL HOUSE**

Case available from <https://hbsp.harvard.edu/import/732355>. This will bring you to a site [for this course](#), where you can register and purchase access to the case. If you have any difficulty downloading the case, please contact Harvard Business Publishing Tech Help line at (800) 810-8858, which is open 24/7. Students will need to register and pay a \$4.25 fee to access the case. The professor will assign questions in this class session, to which students will respond with written answers, due in the next class session.

**NOTE:** Hull House also is discussed in Case 12.1 in the textbook. Students may read the textbook case but also should read the longer HBS case, on which the questions for the paper will be based.

**Preparation for class:**

- 1) Complete assigned reading and consider Questions for Discussion at the end of Chapter 6.
- 2) Review PowerPoint on Blackboard.
- 4) Note questions you have based on reading or PowerPoint.
- 5) Pay special attention to slides in the PowerPoint that ask you to think about metrics for several organizations. What metrics would you monitor for each organization based on its mission statement?
- 6) View and think about Pallotta video; note some questions or points that you wish to raise in class discussion.

**Class session:**

- 1) Lecture (Professor will review key points from readings and PowerPoint)
- 2) Discussion of student questions from reading or PowerPoint
- 3) Discussion of metrics exercise from PowerPoint presentation
- 4) Discussion of Pallotta video
- 5) Review of first brief paper assignment: Hull House

**SESSION 6****OCTOBER 12, 2020****GUEST SPEAKER – Art Taylor, CEO, Better Business Bureau Wise Giving Alliance****Topic: Ethics in the Nonprofit Sector****FIRST BRIEF PAPER DUE****Preparation for class:**

- 1) Complete and submit Hull House paper.
- 2) Review any material provided by the professor regarding the guest speaker.

**Class session:**

- 1) Guest speaker presentation and discussion
- 2) Discussion of Hull House case

**SESSION 7****OCTOBER 19, 2020****BUILDING HIGH-PERFORMANCE NONPROFIT ORGANIZATIONS****Required reading: BOOKS:** (1) Crutchfield and Grant, chapters 1-12 (13 optional); (2) Worth, chapters 7, 8 (including case of *N Street Village and Miriam's House*)**Recommended reading/viewing: BLACKBOARD:** Brest, P. 2012, A Decade of Outcome Oriented Philanthropy;  
**YOUTUBE:** Interview with Schroder Stribling, CEO, N Street Village  
(<https://www.youtube.com/watch?v=m41KWivkGVg>)**Preparation for class:**

- 1) Complete assigned reading, including *N Street Village and Miriam's House* case and related questions.
- 2) Note the points in Crutchfield and Grant that a) you find most persuasive and b) that you might question. Think about points to raise in the discussion of this book.
- 3) Review PowerPoint on Blackboard.
- 4) Note questions you have regarding reading or PowerPoint.

**Class session:**

- 1) Lecture (Professor will review key points from readings and PowerPoint)
- 2) Discussion of student questions from reading or PowerPoint
- 3) Discussion of Crutchfield and Grant
- 4) Discussion of *N Street Village and Miriam's House* case
- 5) Discussion of additional questions that the professor may pose

**SESSION 8****OCTOBER 26, 2020****MANAGING STAFF AND SERVICE VOLUNTEERS**

**Required reading/viewing:** **BOOK:** Worth, Chapter 9; **BLACKBOARD:** (1) Lang, 2018, You Can't Mistreat Us; (2) McClelland needs instrument; **YOUTUBE:** Leah George, "How generation stereotypes hold us back at work" (<https://www.youtube.com/watch?v=dKNu5ZnWhb4>) **WEB:** Kapila et al., 2016, Why Diversity, Equity, and Inclusion Matter (<https://independentsector.org/resource/why-diversity-equity-and-inclusion-matter/>)

**Recommended reading:** **BLACKBOARD:** Nesbit et al., 2017, The Limits and Possibilities of Volunteering

**SECOND BRIEF PAPER ASSIGNED: KaBOOM! CASE**

Case available from <https://hbsp.harvard.edu/import/732355>. This will bring you to a site for this course, where you can register and purchase access to the two cases. If you have any difficulty downloading the cases, please contact Harvard Business Publishing Tech Help line at (800) 810-8858, which is open 24/7. Students will need to register and pay a \$4.25 fee to access the case. The professor will assign questions in this class session, to which students will respond with written answers, due in the next class session.

**Preparation for class:**

- 1) Complete assigned reading/viewing, including the Questions for Discussion in Chapter 9.
- 2) Consider questions posed with regard to the Lang article (Park Service).
- 3) Review PowerPoint on Blackboard.
- 4) Note questions you have from reading or PowerPoint.
- 5) See the "McClelland needs instrument" (in Readings on Blackboard). Complete the questionnaire and score your own responses.

**Class session:**

- 1) Lecture (Professor will review key points from readings and PowerPoint)
- 2) Discussion of student questions from reading or PowerPoint
- 3) Discussion of Park Service case (Lang article)
- 4) Discussion of McClelland three-needs theory and interpretation of scores
- 5) Discussion of generational differences in the workplace
- 6) Assignment of second brief paper (KaBOOM!)

**SESSION 9****NOVEMBER 2, 2020****GUEST SPEAKER – Nicole Lynn Lewis, Founder and CEO, Generation Hope****SECOND BRIEF PAPER DUE****Preparation for class:**

- 1) Complete and submit KaBOOM! paper.
- 2) Review the website of Generation Hope (<http://supportgenerationhope.org/generation-hope-19>)

**Class session:**

- 1) Guest speaker presentation and discussion
- 2) Discussion of KaBOOM! case



**SESSION 10**  
**NOVEMBER 9, 2020**  
**FINANCIAL MANAGEMENT**

**Required reading: BOOK:** Worth, Chapter 12; **BLACKBOARD:** *Newseum* case

**Recommended reading: WEB:** Peruse the most recent Form 990 of Food and Friends available on the website (<https://foodandfriends.org/about-us/financials/annual-reports-financials/>) (Students do not need to read line-by-line. Just become familiar with the major sections and format.)

**Preparation for class:**

- 1) Complete assigned reading.
- 2) Read *Newseum* case (on Blackboard) and consider questions.
- 3) Review PowerPoint on Blackboard.
- 4) Note questions you have from reading or PowerPoint.

**Class session:**

- 1) Lecture (Professor will review key points from readings and PowerPoint.)
- 2) Discussion of student questions from reading or PowerPoint
- 3) Discussion of *Newseum* case
- 4) Discussion of additional questions that the professor may pose

**SESSION 11**  
**NOVEMBER 16, 2020**  
**EXTERNAL RELATIONS (MARKETING, FUNDRAISING, ADVOCACY, LOBBYING)**

**Required reading: BOOK:** Worth, Chapters 10, 11, 13, 15; Worth, Appendix: *Girls Scouts* case

**Recommended reading: WEB:** Lobbying Guidelines for Public Charities (Independent Sector)  
<https://independentsector.org/resource/lobbying-guidelines-for-public-charities/>

**Preparation for class:**

- 1) Complete assigned reading
- 2) Think about Questions for Discussion at end of assigned textbook chapters
- 3) Consider questions posed with regard to *Girl Scouts* case
- 4) Review PowerPoint on Blackboard.
- 5) Note questions you have from reading or PowerPoint.

**Class session:**

- 1) Lecture (Professor will review key points from readings and PowerPoint)
- 2) Discussion of student questions from reading or PowerPoint
- 3) Discussion of selected Questions for Discussion from chapters
- 4) Discussion of *Girl Scouts* case
- 5) Discussion of additional questions that the professor may pose

**SESSION 12****NOVEMBER 23, 2020****SOCIAL ENTERPRISE, SOCIAL ENTREPRENEURSHIP, AND SOCIAL INNOVATION****Required reading/viewing:** BOOK: Worth, Chapters 14, 16; Worth, Appendix-*No Kid Hungry* case**BLACKBOARD:** Ganz et al., 2018, Social Enterprise Is Not Social Change; **YOUTUBE:** “The Dark Side of Social Enterprise” ([https://www.youtube.com/watch?v=b2PTNBnb\\_aw](https://www.youtube.com/watch?v=b2PTNBnb_aw))**Preparation for class:**

- 1) Complete assigned reading/viewing.
- 2) Consider questions posed in the text (Appendix) with regard to *No Kid Hungry* case.
- 3) Review PowerPoint on Blackboard.
- 4) Note questions you have from reading or PowerPoint.
- 5) Think about the video “Dark Side of Social Enterprise” and note your thoughts for discussion.

**Class session:**

- 1) Lecture (Professor will review key points from readings and PowerPoint.)
- 2) Discussion of student questions from reading or PowerPoint
- 3) Discussion of *No Kid Hungry* case
- 4) Discussion of “Dark Side” video
- 5) Discussion of additional questions that the professor may pose

**SESSION 13****NOVEMBER 30, 2020****DISCUSSION OF STUDENT FINAL PAPERS/PROJECTS**Students should be prepared to give a brief overview of their paper/project (5-minute summary).**SESSION 14****DECEMBER 7, 2020****CONTINUED DISCUSSION OF STUDENT FINAL PAPERS/PROJECTS****FINAL PAPER/PROJECT DUE**

**ATTACHMENT I**  
**OPTIONS AND IDEAS FOR COURSE PAPER OR PROJECT**

Below are some suggestions of approaches to the course paper/project. These are suggestions, but the professor is open to various approaches that students may propose.

(1) A case study of a nonprofit organization. Writing a case study requires identifying strategic issues faced by the organization and analyzing its efforts to address those issues, not merely providing a summary of the organization's programs. In some instances, a case study may be written entirely from published materials. Others require conducting interviews with the organization's leaders. There is no prescribed length for a case study, but most are about 16-20 pages, including references but not including attachments.

(2) A critical survey of the literature on a subject related to the course. The paper should reflect the student's critical thinking rather than just summarize the material, for example, identifying themes and issues in the literature and analyzing various approaches. Assigned readings may stimulate thinking about paper topics. Reading the *Chronicle of Philanthropy* is also a good way to identify topics that are of current interest in the nonprofit sector. The professor will discuss possible paper topics in class, but students should select topics of particular interest to them. A paper of this type is usually about 16-20 pages in length, including references.

(3) An analysis of an ethical or policy issue related to the course. The paper should analyze both sides of the issue and take a position, supported with reasoned arguments and data. For example, there are significant issues related to tax policy, standards for nonprofit accountability, proposals for legislation increasing the regulation of nonprofits, and many others. This type of paper is usually about 16-20 pages in length, including references.

(4) Other projects related to the course. The professor is open to creative projects that are of sufficient magnitude and relevance to the course, for example, developing a strategic or fundraising plan, conducting a capacity assessment, or evaluating a program. The project needs to be substantive, not just a volunteer experience (e.g., tutoring students in an after-school program). The project should involve applying knowledge gained through readings and discussions in this course. Students should discuss project ideas with the professor in advance of beginning work.

Students who are employed at a nonprofit may do a case study or project related to that organization, but only if it represents work outside of their normal job responsibilities and is over and above what they are required to do in their jobs. In other words, you cannot submit a work product from your employment to meet the requirements of this course.

Students may voluntarily choose to work together with up to two other students as a team to complete a significant project or case study. This requires the professor's prior approval, which will be given only for projects that represent a very substantial body of work, worthy of the efforts of multiple individuals.

Projects need to result in a tangible product that the professor can evaluate. For example, if a student were to develop a plan or manual or conduct a study or assessment for a nonprofit organization, the professor would expect to see the written plan or report. In addition, the student must submit a memorandum reflecting on the project. This memorandum should describe how the project was conducted – what meetings were held at the nonprofit, what documents and materials were used, etc. It should also summarize what was learned through the experience. If the project has been undertaken by a team, the memorandum should describe the role played by each team member.

**ATTACHMENT II - ADDITIONAL INFORMATION**  
*(The following policies are an integral part of this course syllabus.)*

**GRADING STANDARDS**

Letter grading is based on a four-point scale as follows:

- 3.7-4.0 A: Excellent and exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional professional quality.
- 3.6-3.7 A-: Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of appropriate analytical approaches, is thorough and well-reasoned, and meets professional standards.
- 3.3-3.6 B+: Good: Sound work for a graduate student; well-reasoned and thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic objectives of this graduate course.
- 3.0-3.3 B: Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.
- 2.7-3.0 B-: Borderline: Weak work for a graduate student but meets minimal expectations in the course. Understanding of key issues is incomplete. (A B- average in all courses is not sufficient to sustain graduate status in good standing.)
- 2.3-2.6 C+: Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.
- 2.0-2.3 C: Deficient - see above
- 1.7-2.0 C-: Deficient- see above
- Less than 1.7 F: Unacceptable: Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.

**COURSE POLICIES**

This course follows established policies of the University and Columbian College, including the policy on class attendance (<http://registrar.gwu.edu/university-policies#attendance>), the policy on religious holidays (<http://registrar.gwu.edu/university-policies#attendance>), and the policy on disabilities (<http://registrar.gwu.edu/university-policies#attendance>). Students with disabilities are encouraged to seek assistance from Disability Support Services (<http://www.gwired.gwu.edu/dss>). The University's Mental Health Services provide assistance and referral to address students' personal, social, career, and study skills problems (see [counselingcenter.gwu.edu](http://counselingcenter.gwu.edu)). Any case of dishonesty will be referred to the Academic Integrity Council following the processes provided online. The Code states: "Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." For the remainder of the Code, see <http://www.gwu.edu/~ntegrity.code/html>.

Written assignments are due on the day indicated in this syllabus. The grade for the paper will be lowered by one-half grade (e.g., A becomes A-) for every day that the paper is late, unless the professor has granted an extension. Extensions may be granted only under certain circumstances, consistent with the above policies. The professor reserves the right not to accept work that is very late and to assign a failing grade to such work.

Civility in the Classroom: Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. At the same time, higher education demands that all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity.

**TIME COMMITMENT**

This is a three-credit graduate course. The semester is 15 weeks. Required reading and preparation of papers outside of class is expected to require, on average, 5.5 hours per week. Instruction, including class sessions and asynchronous instruction via Blackboard, will require 2 hours per week. The total student time commitment is estimated to be 112.5 hours (7.5 hours per week for 15 weeks).