
NGO PRACTICUM in Spring 2021 (CM5068)

Course Code	CM5068	Professor(s)	Tanya Elder
Prerequisites	None	Office Number	Grenelle 3rd Floor
Class Schedule	M: 15:20-16:40 in C-104 R: 10:35-11:55 in C-104	Office Hours	Tuesday 10:00 - 12:00
Credits	4	Email	telder@aup.edu
Semester	Spring 2021	Office Tel. Ext.	

Course Description

This course explores the role of the third or non-profit sector in French society. This field frequently referred to as "*Economie Sociales et Solidaire*" employs over 2,3 million people and accounts for 10% of the workforce in France. In this course students will be introduced to the four distinct components of the social economy in France, the associative sector, the cooperative sector, foundations and the mutualist sector. Through interaction with various actors in the field, students will learn more about the importance of social capital and the public sphere for democracy. The practicum provides students with the tools and knowledge on how to start their own non-profit in France and enables them to situate their own professional projects within a national and international context of civic engagement. Students will learn about the resources available in France to work within the non-profit sector and will have the know what steps are necessary to start their own NGO.

Course Learning Outcomes

Understand the role civil society and nonprofits have in promoting social engagement and cohesion that are necessary for political stability and economic prosperity.
Have an understanding of the international variations in civil society and nonprofits.
Learn about the history of the social economic and non profit sector in France.
Be able to identify the four distinct components of the social economy in France and be able to describe how they function.
Assess and conduct a situational and SOAR analysis of a specific sector of the nonprofit or social economy.
Be able to conceptually and practically create their non-profit organization in France.

General Education

Graduate Program LEARNING OUTCOMES:

Students completing this course will:

- Understand and be able to use quantitative and/or qualitative Communications research methodologies
- Be aware of key issues in debates about globalization and their relationship to forms of global media and culture.
- Develop critical perspectives on the major concepts and theories in Media Studies, Communication Studies and Cultural Studies.

Course Outline

COURSE SCHEDULE:

JANUARY

Week I – 18th – 22nd

Mon: Introduction to the course

PART 1. Social Capital, Civic Engagement and the Non-profit Sector

Thurs: Social Capital

Reading: Putnam, Robert D. *Bowling Alone: The Collapse and Revival of American Community*. Simon & Schuster, 2000.??Ch. 1, 2 and 3

Week II – 25th – 29th

January 24th – last day to drop/add courses online

Mon: Social Capital

Reading: Putnam, Robert D. *Bowling Alone: The collapse and revival of American Community*. Simon & Schuster, 2000.?? Ch. 15

Lewis, Jenny. *Connecting and Cooperating : Social Capital and Public Policy*, University of NSW Press,
2009. *ProQuest Ebook Central*, <https://ebookcentral-proquest-com.proxy.aup.fr/lib/aup/detail.action?docID=533820>. Pp.14 - 49

Thurs: Seminar on Social Capital

Reading: Ch. 15. Arku, Frank, Cynthia Arku and Glen C. Fulson, Social Capital a Catalyst for Social and Rural Development in Ghana, Ch.11 in *Social Capital*, edited by Gregory Tripp, et al., Nova Science Publishers, Incorporated,
2009. *ProQuest Ebook Central*, <https://ebookcentral-proquest-com.proxy.aup.fr/lib/aup/detail.action?docID=3018300>.

FEBRUARY

Week III – 1st – 5th

Mon: Civil Society

Reading: Salamon, Lester M., S. Wojciech Sokolowski, and Megan Haddock. 2017. *Explaining Civil Society Development?: A Social Origins Approach*. Baltimore, Maryland: Johns Hopkins University Press.??Introduction 1-8? as well as Part 1 – Focus Ch. 2, 4 and 6?

Thurs: Civil Society in France

Reading: Archambault, Edith. 2017. "The Evolution of Public Service Provision by the Third Sector in France." *Political Quarterly*, no. 3: 465. doi:10.1111/1467-923X.12393.??

Edith Archambault, Eckhard Priller, and Annette Zimmer. 2014. "European Civil Societies Compared: Typically German—Typically French?" *Voluntas: International Journal of Voluntary and Nonprofit Organizations* 25 (2): 514.

Week IV – 8th – 12th

February 8th – 10th, Mini break 1, (no classes)

Thursday: Hand in 1st Assignment and discuss/contrast your findings.

Week V – 15th – 19th

Mon: ESS in France

Thurs: Working Session – A. Presentation of the creators and the structure (Les Cigales/Association 1901)

Week VI – 22nd – 26th

February 24th – 28th, Mini break 2, (no classes)

Wednesday Carrefour des Association Parisian

MARCH

Week VII – 1st – 5th

Mon: Working session – Archeology of the NGO sector

Thursday: The Mission Statement version 1.

Week VIII – 8th – 12th

Mon: Unis Cité - Clementine

Thurs: UniR – student driven higher education initiative

Week IX – 15th – 19th -

Mon: Cooperatives

March 17th, Mid-semester

Thurs: Working session – Situational Analysis (SOAR)

March 19th, Mid-semester grades due

Week X – 22nd – 26th

Mon: Fondations – Good Planet

Thurs: Second Assignment due 2.

Week XI–29th – 2nd

Mon: Coordination Sud

Thurs: Working session – B. The project (Les Cigales)

April 2nd, last day to withdraw from a course.

Last day to choose the CR/NC grading option.

APRIL

Week XII – 5th – 9th

classes) **April 5th, Easter Monday (no**

Thurs: Funding opportunities - Les Cigale **April 6th, Faculty retreat (no classes)**

Week XIII – 12th – 16th

Mon: Les Mutuelles - Association des Assureurs Mutualist

Thurs: Funding opportunities – International

Week XIV – 19th – 23rd

Mon: Collaborative work spaces – La Ruch

Thurs: Working session – C. Financial Plan (Les Cigales)

Week XV – 26th – 30th

Mon: Working Session: Fill out the “Form” – Association 1901

FINAL 3rd May at 15:00

April 28th, Last day of classes,

April 29th, – May 2nd, Reading days (May 1st, holiday)

May 3rd – 12th, Final Exam_____

May 26th, all grades due

Textbooks

This course doesn't have any textbook.

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Assignment 1: Social Capital, Civic Engagement and the Nonprofit Sector – 30 %?(Individual)

This assignment asks you to reflect on the readings and explore some of the national and international differences between how civil society is organized in the country of your choice

compared to France. You are expected to choose one of the countries on the John Hopkins Center for Civil Society Studies website and conduct additional research. U

Using social *origin theory* compare and contrast the development of the nonprofit sector and civic engagement in France with the country of your choice.?

- How has the history, socio-cultural and political climate of the country influence the development of civil society??
- What role does civil society and social economy play in people's livelihood??
- How do these countries rank internationally??
- What legal status or protection does this sector have in each country??
- How is civil society organized in each country (charities, NGOs, foundations, INGOs, cooperatives etc.)?
- Compare and contrast (France/other country chosen)?

Using the reading (Putnam, Solomon, Sokolowski et al, and CIVICUS etc) discuss:??

- The link between civic engagement and social capital??
- How can civic society contribute to developing trust in institutions???
- Concrete action that you believe would strengthen civil society; social engagement and social capital.?

John Hopkins Center for Civil Society Studies

- <http://ccss.jhu.edu/research-projects/comparative-nonprofit-sector-project/>

CIVICUS

- <https://www.civicus.org/index.php/state-of-civil-society-report-2019>

Global Civil Society Yearbook

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- <https://globalcivilsociety.org/>
 - <http://www.worldvaluessurvey.org/wvs.jsp>

Assignment 2. Portfolio of the creation of your own “NGO” – 70 %?

Individual??- 30%

Part 1. Archeology of a specific nonprofit sector (immigration, urban agriculture, culture, art, education etc) at the *internationally level*.? 15%

- Identify the nr of organization working in this field. How long they have been active, their size, their specialization, budget, programs, projects etc.?
- Identify their mission statement, goals and objectives?
- Situate these organization in regards to the United Nations SDGs <https://sustainabledevelopment.un.org/sdgs?>

Part 2. Basic situational analysis or context analysis of the *sector in France* based on online documentation, interviews and if possible on site visits. This analysis should answer the following questions.? 15%

- How many other organizations provide this service in the area/country??
- How many people need this service??
- Who is your target audience? What is their demographic profile??
- What are this audience's needs and desires??
- Situational worksheets
- SOAR or SWOT analysis??
- <https://bloomerang.co/blog/how-nonprofits-can-use-a-swot-analysis?>
- <https://www.groupmap.com/map-templates/soar-analysis/?>

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- <https://www.thecompassforsbc.org/how-to-guides/how-conduct-situation-analysis>
 - <https://www.thegrassrootscollective.org/situational-analysis-nonprofit>

Collaboratively or individually

Part 3. Portfolio to be presented to a panel/Cigales 40%

Your finale assignment will be a portfolio comprised of all of the documents necessary to apply for support from the “Cigales” in France. For your final you will be presenting your proposal NGO to a panel of experts from the ESS sector who will provide feedback on your application. By the end of the semester you will have filled in all of the documents necessary, you will understand the procedure involved and you will be able to launch your own NGO in France. The portfolio consists of the following

a. The Cigale application (written in English but if possible translated into French)

a. Presentation of the creators and the structure

i. Presentation of the creators of the projects (updated CV should be included)

ii. Presentation of the structure

iii. *Mission Statement*

b. The Project

i. Situational Analysis (Part 1 and 2 above)

ii. Description of the project

iii. Product or service

iv. The market (Part 1 and 2 above)

v. Resources

vi. Strategic plan

1. *Action plan?*

<https://www.smartsheet.com/develop-plan-action-free-templates?>

<https://www.examples.com/business/action-plan.html?>

<https://www.doctemplates.net/action-plan-template/?>

c. Financial plan

i. Three year financial plan

ii. Income Statement

iii. Cash flow plan

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b. Fill in the legal documents?

- <https://www.legalplace.fr/guides/association-loi-1901/?>

- <http://www.counsellinginfrance.com/associations.htm?>

- <https://www.angloinfo.com/how-to/france/working/starting-a-business/non-profit-associations?>

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- c. Identify at least four different funders, download the applications. Discuss additional material you would need to apply to these structures for funding.

Other

COVID-19 TEMPORARY AMENDMENTS:

Students studying at The American University of Paris are **STILL EXPECTED TO ATTEND ALL** scheduled classes. Due to the Covid-19 pandemic, students will have the option of attending classes remotely when special circumstances apply. For example, when students are placed under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student's responsibility to be aware of any specific attendance policy that their professor might have set in the course syllabus. In particular, Students attending remotely from distant Time Zones should check with their professors about the specific attendance policy for remote learners.

Attendance at all exams is mandatory. In all cases of missed course meetings, the responsibility for communication with the professor, and for arranging to make up missed work, rests solely with the student.

Whether an absence is excused or not is **ALWAYS** up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course.? An instructor may also recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and *especially during the Drop/Add and Exam Periods.*

ENGLISH LANGUAGE PROFICIENCY STATEMENT:

As an Anglophone university, The American University of Paris is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic

assignments.