


**PADP 7210 INTRODUCTION TO THE NONPROFIT
SECTOR: THEORY AND PRACTICE
Course Syllabus
FALL 2017**



BASIC INFORMATION

Class Information

PADP 7210
Section 26222
3:35pm-6:35pm Wednesday
MLC 245

Instructor Information

Rebecca Nesbit, PhD
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Email: nesbit7@uga.edu
Office hours:
Wednesday 2:00pm-3:00pm
By appointment

COURSE DESCRIPTION

This course provides a basic overview of the United States' nonprofit sector, including its history, scope, and diversity. At the end of this course, students will be able to:

- Understand the historical evolution of the nonprofit sector and philanthropy in the United States
- Articulate the distinctive contributions of nonprofit organizations to society and the economy
- Explain what nonprofit organizations and voluntary associations are and they are similar to or different from public and for-profit organizations
- Understand the legal framework under which nonprofit organizations operate and are regulated in the United States
- Discuss the economic, political, community, and civil society theories of the nonprofit sector and how they explain the sector's existence, roles, and diversity
- Understand major theories underpinning individuals' philanthropic behaviors
- Understand the major nonprofits subsectors (i.e. health care, cultural and arts, social service), including their similarities and differences
- Articulate current public policy questions pertaining to the nonprofit sector
- Discuss contemporary challenges facing nonprofit organizations and how nonprofits are striving to meet those challenges

TEXTBOOKS AND OTHER COURSE MATERIALS

There are two required textbooks for this course:

Crutchfield, Leslie R. & Grant, Heather McLeod. (2012) *Forces for Good, Revised and Updated: The Six Practices of High-Impact Nonprofits*, (2nd edition) Jossey-Bass. (ISBN-13: 978-1118118801)

Ott, J. Steven & Dicke, Lisa A. (2012) *The Nature of the Nonprofit Sector*, (3rd edition) Westview Press. (ISBN: 978-0-8133-4491-1)

A third recommended text, upon which most of the course lectures will be based is:

Salamon, Lester M. (2012) *The State of Nonprofit America*. Brookings Institution Press.

ASSIGNMENTS

Classroom Engagement: Students are expected to come to class prepared. The weekly reading is mandatory and students should come prepared to discuss and extend the readings in class. Students should bring their books and other reading materials to class.

Students are expected to participate actively in class—to answer questions, discuss ideas, share comments, and ask questions. On occasion we will do in-class activities that will count toward engagement points for that day. Students who do not come prepared to class may be excluded from participation in the in-class activities at the instructor's discretion. Both the quantity and quality of students' contributions to the class and to small group activities matter. A major component of engagement is demonstrating your mastery of the reading assignments and showing that you are actively engaged in all classroom activities.

I will deduct engagement points from students who come late to class (or leave early), who do not come prepared, or who engage in distracting behaviors during class time (see section below on student behavior in class). If laptops computers and/or other electronic devices are deemed to be detracting from the learning environment, the instructor might ban them from the classroom.

While your classroom engagement grade does count toward your overall grade, I also use this grade for making decisions about borderline grades. A student with a borderline grade who has been actively engaged throughout the course may receive the benefit of the doubt when final grades are assigned.

Writing Assignments: There are three writing assignments spaced throughout the semester. The assignment descriptions are be posted on eLearning Commons (eLC).

Writing assignments are due at the beginning of class during the assigned week. The assignments may not be turned in late, but they may be turned in early if you know that you will be missing class for some reason. You are allowed to redo one assignment in order to raise your grade on that assignment.

Midterm Exam: The midterm exam will be an open-book, open-notes, take-home exam. The exam will cover material from the book, homework assignments, lectures, classroom discussions, and activities.

Final Exam: The final exam will be an open-book, open-notes, take-home exam. The exam will cover material from the book, homework assignments, lectures, classroom discussions, and activities. The final exam is comprehensive.

GRADES

Assignment	Approximate Number of Points	Approximate Percent of Final Grade
Classroom Engagement	130	21%
Writing Assignments	150	24%
Midterm Exam	150	24%
Final Exam	200	32%
Grand Total	630	100%

The grading scale for the class is: 93%-100% A, 90%-92% A-, 88%-89% B+, 83%-87% B, 80%-82% B-, etc.

ALTERATIONS TO SYLLABUS

The instructor reserves the right to make alterations to the course syllabus depending on the composition of the class, student preparation, and the quality of the work received. Students will receive adequate notification of any changes made to the syllabus.

GENERAL CLASSROOM POLICIES

Punctuality

Students are expected to arrive to class on time and to stay for the entire class period. As your instructor, I strive to begin each class period exactly on time out of respect for my students and their dedication to their education. I expect the same respect from students toward the instructor and other students. Arriving at class after the class has started will result in an automatic deduction from the participation grade. Students who leave class early will also receive reduced participation grades.

Student Behavior in Class

In order to create a conducive learning atmosphere for all students, it is important that students actively participate in positive ways and avoid distracting and disturbing behaviors. Students are expected to turn off cell phones, pagers, ipods, and any other noisemakers before class begins. Text messaging is not allowed during class. Listening to music is not allowed during class. Reading newspapers, magazines or other non-class materials during class are not allowed.

The instructor reserves the right to arrange the seating in class to create a better learning atmosphere.

Laptops will be allowed in class, HOWEVER, they must be used for class-related purposes only. If a student uses a laptop inappropriately during class (i.e., checking email, posting on facebook, etc.), then that student may lose the privilege of having a laptop in class and will have his or her participation grade significantly reduced.

Students are expected to treat guest speakers with the utmost respect. This includes attending class on the day of the speaker's presentation, arriving on time, staying through the whole class period and asking thoughtful questions.

Civility

Disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

Assignments

Late assignments are generally not accepted. In the event that the instructor chooses to accept a late assignment, the grade on that assignment will be reduced. All assignments must be turned in at the beginning of class. No work may be submitted by email unless otherwise instructed.

Incompletes

An incomplete will only be given if coursework completed in the course is of passing quality and some hardship prevents the student from completing the rest of the work on time. I interpret hardship to mean some serious illness or family emergency, and not just class overload at the end of the semester. You must provide me with documentation of your hardship. If it becomes absolutely necessary for you to receive an incomplete in this class, then you and I will together design a contract for completing the course in a timely manner.

In the case of personal or family hardship that will significantly affect your performance in the class, please come speak to me immediately. The longer you wait to talk to me, the less help I will be able to give you.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The Disability Resource Center (<http://drc.uga.edu/>) coordinates services for students with disabilities and provides other services. If you have a disability for which you may request accommodation in UGA classes and have not contacted the Disability Resource Center, please do so as soon as possible.

Course Materials/Copyright and Plagiarism Statements; Academic Dishonesty

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. Whenever you rely on the words or ideas of other people in your written papers, you must acknowledge the source of the words or ideas.

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. The instructor reserves the right to use any digital plagiarism detection program (such as Turnitin.com) for papers in this course at her discretion. You will be asked to submit your papers in a digital format so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please consider the use of the program as a learning tool for all of us.

Also, course materials prepared by the professor, together with the content of all lectures and presented by the professor are the intellectual property of the professor. Video and audio recording of lectures without the consent of the professor is prohibited.

A helpful site to assist you in avoiding plagiarism and to understand UGA's policies pertaining to academic honesty is found at:
<http://ovpi.uga.edu/academic-honesty>.

Additional Resources to Help You Succeed:

Library Assistance: The UGA Libraries offers a great collection, much of it available online and reference assistance in person, via phone, via email, and via IM. The instructor reserves the right to require some or all students to meet with a librarian regarding class research projects should that be deemed necessary.

Writing Center: The UGA Writing Center offers a variety of services to assist you in improving your writing. Resources are noted on their web site (<http://writingcenter.english.uga.edu/>). In addition, they offer consultation sessions both in person and online. Please allow two days for a response to your inquiry. The instructor reserves the right to require some or all students to meet with writing center tutors should that be deemed necessary based on the quality of work turned in.

CLASS SCHEDULE AND DUE DATES

DATE	TOPICS	READING AND ASSIGNMENTS
W Aug 16 th	Introduction to the Course Resilient Sector: The Future of the Sector	Worth Chapters 1 and 2 (eLC) McKeever 2015 (eLC)
W Aug 23 rd	Introduction to the Nonprofit Sector Scope and Dimensions of Sector Foundations and Corporate Philanthropy	OD Chapters 1, 2, and 3 OD Chapter 7 CG Introduction and Chapter 1
W Aug 30 th	Legal and Policy Framework Rationale for Tax Exemption Education and Training	Hopkins 2012 (eLC) BoardSource Chapter 2 (eLC) Vaughan and Arsneault 2014 (eLC) Writing Assignment #1 due
W Sept 6 th	Historical Evolution of Sector Social Services	OD Chapters 4 and 5 Hall 2010 (eLC)
W Sept 13 th	No Class	Read Crutchfield and Grant
W Sept 20 th	Distinctive Values and Contributions of Sector Health Care	OD Chapter 6 Moulton and Eckerd 2012(eLC) Joassart-Marcelli 2012 (eLC) Writing Assignment #2 due
W Sept 27 th	Political Theories Housing and Community Development	OD Chapters 14-15
W Oct 4 th	Economic Theories Arts and Culture	OD Chapters 9-12
W Oct 11 th	Midterm Exam	
W Oct 18 th	Community Theories Environmental Organizations	OD Chapters 16-18
W Oct 25 th	Civil Society Theories Civic Participation and Advocacy	OD Chapter 19-20
W Nov 1 st	Theories of Giving and Volunteering Individual Giving and Volunteering	OD Chapters 21, 24 Bekkers and Wiepking 2011(eLC) Wilson 2012(eLC) Writing Assignment #3 due
W Nov 8 th	Blending and Blurring of Sectors Religious Congregations	OD Chapters 25-27 Eikenbury and Kluver 2004 (eLC)
W Nov 15 th	Accountability and Changing Nonprofit Environments Infrastructure Organizations	Kim 2005 (eLC) Light 2002 (eLC) Herman and Renz 1997 (eLC)
W Nov 22 nd	Thanksgiving—No Class	
W Nov 29 th	Nonprofit Sector Internationally Major Sector Challenges Resilient Sector Moving Forward International Assistance	OD Chapter 28 and 30 Lohman 2007(eLC)
F Dec 8 th	Final Exam	Final Exam due

READING ASSIGNMENTS

Introduction to the Course

Wednesday, August 16th, 2017

- Worth, Michael J. (2012) “Chapter 1: Nonprofit Management as a Profession and Field of Study” (pp. 3-15) in *Nonprofit Management: Principles and Practice* (2nd edition), Los Angeles: Sage Publications.
- Worth, Michael J. (2012) “Chapter 2: Overview of the Nonprofit Sector” (pp. 17-44) in *Nonprofit Management: Principles and Practice* (2nd edition), Los Angeles: Sage Publications.
- McKeever, Brice S. (2015) “The Nonprofit Sector in Brief 2015: Public Charities, Giving, and Volunteering” Center on Nonprofits and Philanthropy, Urban Institute.

Introduction to Sector/Scope and Dimensions

Wednesday, August 23rd, 2017

- Ott and Dicke Chapters 1, 2, and 3
- Ott and Dicke Chapter 10
- Crutchfield and Grant Introduction and Chapter 1

Legal and Policy Framework/Rationale for Tax Exemption

Wednesday, August 30th, 2017

- Hopkins, Bruce R. (2012) “Organizational, Operational, and Related Tests and Doctrines” (pp. 45-60) in Ott, J. Steven and Lisa A. Dicke (eds.) *Understanding Nonprofit Organizations: Governance, Leadership, and Management*. Westview Press.
- BoardSource (2010) *The Handbook of Nonprofit Governance*, San Francisco, CA: Jossey-Bass, “Chapter 2: What is Governance?” (pp. 15-30)
- Vaughan, Shannon K. and Shelly Arsneult. (2014) *Managing Nonprofit Organizations in a Policy World*. Thousand Oaks: Sage. Chapter 4: Regulating Not-for-Profit Organizations, (pp. 71-96).

Historical Evolution of the Sector

Wednesday, September 6th, 2017

- Ott and Dicke Chapter 4 and 5
- Hall, Peter Dobkin. (2010) “Historical Perspectives on Nonprofit Organizations in the United States” (pp. 3-41) in Renz, David O. and associates (eds.) *The Jossey-Bass Handbook of Nonprofit Leadership and Management* (3rd edition), San Francisco: Jossey-Bass.

Crutchfield and Grant

Wednesday, September 13th, 2017

- Read enter Crutchfield and Grant book

Distinctive Values and Contributions

Wednesday, September 20th, 2017

- Ott and Dicke Chapter 6
- Moulton, Stephanie and Adam Eckerd. (2012) “Preserving the Publicness of the Nonprofit Sector: Resources, Roles, and Public Values” *Nonprofit and Voluntary Sector Quarterly*, 41(4): 656-685.
- Joassart-Marcelli, Pascale (2012) “For Whom and for What? Investigating the Role of Nonprofits as Providers to the Neediest” (pp. 657-682) in Salamon, Lester M. (ed.) *The State of Nonprofit America*, Washington, D.C.: Brookings Institution.

Political Theories

Wednesday, September 27th, 2017

- Ott and Dicke Chapter 14-15

Economic Theories

Wednesday, October 4th, 2017

- Ott and Dicke Chapters 9-12

Midterm

Wednesday, October 11th, 2017

Community Theories

Wednesday, October 18th, 2017

- Ott and Dicke Chapters 16-18

Civil Society Theories

Wednesday, October 25th, 2017

- Ott and Dicke Chapter 19-20

Theories of Giving and Volunteering

Wednesday, November 1st, 2017

- Ott and Dicke Chapters 21 and 24
- Bekkers, Rene and Pamala Wiepking. (2011) “A Literature Review of Empirical Studies of Philanthropy: Eight Mechanisms that Drive Charitable Giving” *Nonprofit and Voluntary Sector Quarterly*, 40(5): 924-973.
- Wilson, J. (2012). “Volunteerism Research: A Review Essay.” *Nonprofit and Voluntary Sector Quarterly*, 41(2): 176-212.

Blending and Blurring of the Sectors

Wednesday, November 8th, 2017

- Ott and Dicke Chapters 25-27
- Eikenbury, Angela and Kluver, Jodie Dropal. 2004. “The Marketization of the Nonprofit Sector: Civil Society at Risk?” *Public Administration Review*, 64(2): 132-140.

Accountability and Changing Environments

Wednesday, November 15th, 2017

- Light, Paul (2002) “The Content of their Character: The State of the Nonprofit Workforce” *Nonprofit Quarterly*, 6-16. Fall.
- Herman, Robert D. and Renz, David O. (1997) “Multiple Constituencies and the Social Construction of Nonprofit Organizational Effectiveness” *Nonprofit and Voluntary Sector Quarterly*, 26(2): 185-206.
- Kim, S. E. (2005). Balancing competing accountability requirements: Challenges in performance improvement of the nonprofit human services agency. *Public Performance & Management Review*, 29(2), 145-163.

Thanksgiving—No Class

Wednesday, November 22nd, 2017

Nonprofit Sector Internationally/Major Sector Challenges

Wednesday, November 29th, 2017

- Ott and Dicke Chapter 28 and 30
- Lohman, Roger. (2007) “Charity, Philanthropy, Public Service, or Enterprise: What are the Big Questions of Nonprofit Management Today?” *Public Administration Review*, (May/June):437-444.