


# **PADP 7210 INTRODUCTION TO THE NONPROFIT SECTOR: THEORY AND PRACTICE**

## **Course Syllabus**

### **FALL 2020**



#### **BASIC INFORMATION**

##### **Class Information**

PADP 7210  
Section 26222  
4:10pm-7:00pm Wednesday  
Baldwin 101D

##### **Instructor Information**

Rebecca Nesbit, PhD  
Office: Baldwin 280D  
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Office hours:  
Typically through zoom 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 three 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*, (2<sup>nd</sup> edition) Jossey-Bass. (ISBN-13: 978-1118118801)

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

Carpenter, Heather, Dolch, Norman, Hoffman, Timothy, Mirabella, Roseanne, & Wise, Helen. (2020) *Nonprofit Crisis Management—Response to COVID-19*. Sagamore Press. (ISBN: 978-1-95281-500-3)

This is an e-text available at:

<https://www.sagamorepub.com/products/Nonprofit-Crisis-Management-etext>

A fourth 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.

## **TECHNOLOGY REQUIREMENTS**

Students are required to bring an electronic device to class, preferably a laptop. Students also need to bring a set of headphones (that also have a microphone capability) to class each week for use in small group activities.

Students should download the zoom application to their electronic devices before class. Students will also be required to use the eLearning Commons (eLC) for this course.

## **BALANCE OF ONLINE AND IN-PERSON INSTRUCTION**

This course will be taught in person on campus. However, due to the extraordinary nature of our circumstances this year, I will be teaching class a little bit differently. I am going to try to make as much of class available both online and in-person through the whole semester, meaning that this course will be taught as a hyflex course. The hyflex nature of the course is necessitated by the need to allow online options for those students who are immunocompromised or who need to be quarantined for COVID-19 exposure or diagnosis. It is also necessary because not all of our enrolled students can fit in our socially distanced classroom at the same time. Because of this, each element of the course will be also available in an online environment.

At the same time, however, I will still be providing quality in-person instruction because that is the core of a UGA education and I strongly encourage students to participate in person whenever possible. I believe that experiencing

the class in person maximizes the benefits to the students, including the opportunity for you to all get to know each other and work with each other on various activities. However, out of necessity there will be some weeks where we will be fully online, including the two class periods after Thanksgiving. There will be other weeks that we will have a fully online class so that we have the opportunity to particulate all together in one environment. Please note that at any time the University of Georgia could decide to move instruction fully online through the end of the semester. The course schedule at the end of the syllabus clearly indicates which weeks we will be doing hyflex and which weeks will be online.

This section of the syllabus will give you an overview of what hyflex and fully online classes will look like for this course.

### *Hyflex Class*

Our hyflex class weeks will be done synchronously, meaning that online students participate at the same time as in-person students. All students will submit their mini-assignments through eLC before class begins. Online students will enter the instructor's zoom room at the beginning of class. All lectures, discussion, and in-class activities will be broadcast into zoom. Online students will still be expected to participate in group discussions and will be given the opportunity to share their comments and questions. Online students can also use the chat feature to share comments and questions. Small group activities will be done through breakout rooms in zoom. Online students are expected to participate in the full three hours of class with their cameras on. Online students are expected to demonstrate the same level of engagement, attention, and focus as in-person students.

If the number of students in class exceeds our classroom space, then not all students will be able to attend class every week. I will assign a certain number of students to participate online each week with the goal of maximizing the number of students attending in person each week. I anticipate that students will only have to participate in the online environment only about once every three or four weeks. The initial rotation will be emailed to students and posted on eLC on the first day of classes (August 20<sup>th</sup>) and an updated version will be sent to students 24 hours before our first class period.

### *Fully Online Class*

The fully online class will be conducted with both asynchronous and synchronous components. During the fully online weeks, all lectures will be video recorded and posted on eLC. Students can watch the lectures at any time. During the normally scheduled class time, we will typically have group discussions in zoom and small group activities using zoom breakout rooms.

I have never taught a hyflex course before, so I will be experimenting this semester. I will adapt and modify my approach based on what I feel is working. I am particularly concerned about the level of engagement of our online participants and might make changes to incentivize greater participation.

Therefore, I reserve the right to change our syllabus and modify course activities at any time. Students will receive adequate advance notification of any changes.

## **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.

Students who participate online can still receive all the points for classroom engagement IF they demonstrate that they are engaged at the same level as in-person students.

*Mini Writing Assignments:* There is a short writing assignment due every week of the semester. The assignment descriptions are part of the study guides 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.

*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**

<b>Assignment</b>	<b>Approximate Number of Points</b>	<b>Approximate Percent of Final Grade</b>
Classroom Engagement	130	23%
Mini-Assignments	140	25%
Midterm Exam	150	26%
Final Exam	150	26%
<b>Grand Total</b>	<b>570</b>	<b>100%</b>

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.

## **MPA PROGRAM COMPETENCIES**

The work in this course contributes to your mastery of two MPA program competencies—to lead and manage in public governance and to articulate and apply a public service perspective. Students will learn about the nonprofit side of public service's political and legal environment. Students will learn about the leadership and management demands of the nonprofit sector, including the major influences and impulses directing the sector. Answers to specific exam questions can be used in a student portfolio to demonstrate mastery of these competencies.

## **GENERAL CLASSROOM POLICIES**

### **Coronavirus-Related Policies**

#### *Face Coverings*

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

### *DawgCheck*

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

### *Self-Isolation*

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

### *COVID-19 Exposure*

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

### *Positive COVID-19 Test*

Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you. Students should also report a positive COVID-19 test to the instructor.

## **Other Course 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.

*Mental Health and Wellness Resources:*

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).

If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.

Additional resources can be accessed through the UGA App.

*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>.

*Family Educational Rights and Privacy Act (FERPA)*

All inquiries about grades need to be made through your official UGA email address. By FERPA rules, I am not allowed to send student grades to non-UGA email addresses because the student's identity cannot be verified.

**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

WK	DATE	TOPICS	READING AND ASSIGNMENTS
1	W Aug 26 <sup>th</sup> <b>Hyflex</b>	Introduction to the Course Resilient Sector: The Future of the Sector	McKeever 2015 (eLC)
2	W Sept 2 <sup>nd</sup> <b>Hyflex</b>	Introduction to the Nonprofit Sector Scope and Dimensions of Sector Foundations and Corporate Philanthropy	OD Chapters 1 and 2 OD Chapter 7 Mirabella et al. Chapter 1 <b>Mini-Assignment #1 due</b>
3	W Sept 9 <sup>th</sup> <b>Hyflex</b>	Legal and Policy Framework Rationale for Tax Exemption Education and Training	Hopkins 2012 (eLC) BoardSource Chapter 2 (eLC) Vaughan and Arsneault 2014 (eLC) Mirabella et al. Chapter 2 <b>Mini-Assignment #2 due</b>
4	W Sept 16 <sup>th</sup> <b>Hyflex</b>	Historical Evolution of Sector Social Services	OD Chapters 4 and 5 Hall 2010 (eLC) Mirabella et al. Chapter 3 <b>Mini-Assignment #3 due</b>
	W Sept 23 <sup>rd</sup>	<b>No Class</b>	<b>Read all of Crutchfield and Grant</b> <b>Mini-Assignment #4 due</b>
5	W Sept 30 <sup>th</sup> <b>Hyflex</b>	Distinctive Values and Contributions of Sector Health Care	OD Chapters 6 and Moulton and Eckerd 2012 (eLC) Frumkin and Andre-Clark 2000 (eLC) Mirabella et al. Chapter 4 <b>Mini-Assignment #4 due</b>
6	W Oct 7 <sup>th</sup> <b>Hyflex</b>	Political Theories Housing and Community Development	OD Chapter 15 Lechterman and Reich 2020 (eLC) Mirabella et al. Chapter 5 <b>Mini-Assignment #6 due</b>
7	W Oct 14 <sup>th</sup> <b>Hyflex</b>	Economic Theories Arts and Culture	OD Chapters 9-12 Mirabella et al. Chapter 6 <b>Mini-Assignment #7 due</b>
8	W Oct 21 <sup>st</sup> <b>Hyflex</b>	Community Theories Environmental Organizations	OD Chapters 16-18 Mirabella et al. Chapter 7 <b>Mini-Assignment #8 due</b>
	W Oct 28 <sup>th</sup>	<b>Midterm Exam</b>	
9	W Nov 4 <sup>th</sup> <b>Online</b>	Other Important Theories 5Civic Participation and Advocacy	OD Chapter 19 Lecy and Van Slyke 2012 Suarez 2020 (eLC) Mirabella et al. Chapter 8 <b>Mini-Assignment #9 due</b>

10	W Nov 11 <sup>th</sup> <b>Hyflex</b>	Theories of Giving and Volunteering Individual Giving and Volunteering	OD Chapters 21, 24 Bekkers and Wiepking 2011(eLC) Wilson 2012(eLC) <b>Mini-Assignment #10 due</b>
11	W Nov 18 <sup>th</sup> <b>Hyflex</b>	Blending and Blurring of Sectors Religious Congregations	OD Chapters 25-27 Eikenbury and Kluver 2004 (eLC) <b>Mini-Assignment #11 due</b>
	W Nov 25 <sup>th</sup>	<b>Thanksgiving—No Class</b>	
12	W Dec 2 <sup>nd</sup> <b>Online</b>	Nonprofit Accountability Infrastructure Organizations	Kim 2005 (eLC) Brest 2020 (eLC) Herman and Renz 1997 (eLC) <b>Mini-Assignment #12 due</b>
13	W Dec 9 <sup>th</sup> <b>Online</b>	Nonprofit Sector Internationally Major Sector Challenges Resilient Sector Moving Forward International Assistance	Schofer and Longhofer 2020 (eLC) Anheier, Lang and Toepler 2020 (eLC) <b>Mini-Assignment #13 due</b>
	W Dec 16 <sup>th</sup>		<b>Final Exam due</b>