

PADP 7210 INTRODUCTION TO THE NONPROFIT SECTOR: THEORY AND PRACTICE

Course Syllabus

FALL 2022

BASIC INFORMATION

Class Information

PADP 7210
Section 46692
3:55pm-6:45pm Thursday
Baldwin 102

Instructor Information

Rebecca Nesbit, PhD
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Email: nesbit7@uga.edu
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 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. (2021) *The Nature of the Nonprofit Sector*, (4th edition) Westview Press. (ISBN-13: 978-0367696481)

This textbook is strongly recommended:

Swain, J. W., & Swain, K. D. (2014). *Effective Writing in the Public Sector*. Routledge.

INSTRUCTION METHOD

This course is a fully in person class. There is no remote attendance option.

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.

Mini-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

| Assignment | Approximate Number of Points | Approximate Percent of Final Grade |
|----------------------|-------------------------------------|---|
| Classroom Engagement | 130 | 24% |
| Mini-Assignments | 120 | 22% |
| Midterm Exam | 150 | 27% |
| Final Exam | 150 | 27% |
| Grand Total | 550 | 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.

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

COVID-19 Procedures

UGA continues to follow Georgia Department of Public Health (GDPH) guidance on COVID. Self-isolation is the expectation for faculty, staff, and students who test positive for COVID-19:

- Isolate for 5 days.
- If you have no symptoms or if your symptoms are resolved after 5 days, you can leave isolation.
- Continue to wear a mask around others for 5 additional days.

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 social media, 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>.

Recording Lectures

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

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 | Th Aug 18 th | Introduction to the Course Resilient Sector: The Future of the Sector | |
| 2 | Th Aug 25 th | Introduction to the Nonprofit Sector Scope and Dimensions of Sector Foundations and Corporate Philanthropy | OD Chapters 2, 3, 11 Nonprofit Sector in Brief 2019 (eLC) [skim] Mini-Assignment #1 due |
| 3 | Th Sept 1 st | Legal and Policy Framework Education and Training | OD Chapter 13 Hopkins 2012 (eLC) BoardSource Chapter 2 (eLC) Vaughan and Arsneault 2014 (eLC) Mini-Assignment #2 due |
| 4 | Th Sept 8 th | Historical Evolution of Sector Social Services | OD Chapters 6 and 7 Soskis 2020 (eLC) Mini-Assignment #3 due |
| | Th Sept 15 th | No Class | Read all of Crutchfield and Grant Mini-Assignment #4 due |
| 5 | Th Sept 22 nd | Distinctive Values and Contributions of Nonprofit Sector Health Care | OD Chapters 1 and 5 Moulton and Eckerd 2012 (eLC) Frumkin and Andre-Clark 2000 (eLC) Mini-Assignment #5 due |
| 6 | Th Sept 29 th | Community Theories Environmental Organizations | OD Chapters 22, 24-25 Mini-Assignment #6 due |
| 7 | Th Oct 6 th | Political Theories Housing and Community Development | OD Chapter 20-21 Lechterman and Reich 2020 (eLC) Mini-Assignment #7 due |
| 8 | Th Oct 13 th (online class) | Economic Theories Arts and Culture | OD Chapters 14-18 Lecy and Van Slyke 2012 Mini-Assignment #8 due |
| | Th Oct 20 th | Midterm exam | |
| 9 | Th Oct 27 th | Issues of Diversity, Equity, and Inclusion Civic Participation and Advocacy | Clegg 2002 (eLC) McCarthy 2002 (eLC) Alterman and Hunter 2004 (eLC) Schambra 2014 (eLC) Mini-Assignment #9 due |
| 10 | Th Nov 3 rd | Theories of Giving and Volunteering Individual Giving and Volunteering | OD Chapters 24, 28, 29 Bekkers and Wiepking 2011(eLC) Wilson 2012(eLC) [skim] Mini-Assignment #10 due |
| 11 | Th Nov 10 th | Collaborations and Partnerships | OD Chapters 30-33 |

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| | | Religious Congregations | Mini-Assignment #11 due |
| | Th Nov 17 th | No Class | |
| | Th Nov 24 th | Thanksgiving—No Class | |
| 12 | Th Dec 1st | Nonprofit Accountability Infrastructure Organizations | Kim 2005 (eLC) Brest 2020 (eLC) Maier 2019 (eLC) Mini-Assignment #12 due |
| | Th Dec 15 th | | Final Exam due |