

# **PADP 8220 MARKETING FOR NONPROFIT AND PUBLIC ORGANIZATIONS**

## **Course Syllabus**

### **Spring 2026**



#### **BASIC INFORMATION**

##### **Class Information**

PADP 8220  
Section 73705  
3:55pm-6:45pm Wednesday  
Baldwin 101D

##### **Instructor Information**

Rebecca Nesbit, Ph.D.  
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Office hours:  
On zoom by appointment

#### **COURSE DESCRIPTION**

To secure human and financial resources—and to advance public value—public and nonprofit organizations must be able to influence attention, understanding, and behavior across diverse audiences. This course introduces the core principles of social marketing and examines how they apply to public and nonprofit contexts. Emphasis is placed on audience-centered strategy, behavioral objectives, value exchange, and the ethical use of marketing tools to promote social good. Students will learn how research, segmentation, message framing, and media choices work together to support organizational goals and measurable outcomes.

By the end of the course, students will be able to:

- Explain the goals and purposes of social marketing in public and nonprofit organizations, with particular attention to behavior change and public value
- Analyze the unique constraints and ethical challenges facing public and nonprofit marketers
- Apply audience research, segmentation, and insight development to marketing and communication problems
- Evaluate a range of marketing channels and tools, including digital and emerging technologies, and assess their strategic tradeoffs
- Design clear, compelling, and audience-specific messages grounded in value exchange and behavioral theory
- Develop an evidence-informed social marketing plan for a public or nonprofit organization, including goals, strategies, tactics, and evaluation metrics

## TEXTBOOKS AND OTHER COURSE MATERIALS

There is one required textbook for this course:

Lee, Nancy R., Kotler, Philip, and Colehour, Julie. (2024) Social Marketing: Behavior Change for Good. (7<sup>th</sup> edition). Sage Publications. ISBN-10: 1071851650. ISBN-13: 978-1071851647.

Students are also required to purchase five case studies from the Harvard Business School for use in this course. Students should go to the following link to purchase the case studies: <https://hbsp.harvard.edu/import/1374807>. The system will instruct you to create an account. The total cost is \$24.75. The case studies are: (1) WWF Singapore: Promoting Sustainable Seafood, (2) Girls Take Over: Nonprofit Critical Proof-of-Concept and Adoption Strategies, (3) The Toronto Ultimate Club, (4) Byrraju Foundation SWEET Water Project, and (5) The Broach Theatre.

Additionally, students may be required to purchase a temporary subscription to one or two AI tools, including a large language model (e.g., ChatGPT or Claude) and an AI-based tool that supports marketing activities such as image generation or video editing (e.g. Midjourney or DALL-E). Subscription versions typically offer expanded functionality, improved performance, and stronger data security and privacy protections than free versions. Any required subscriptions will be limited in scope and duration, clearly communicated in advance, and used only to support specific course learning objectives. Students should wait for further guidance from the instructor before purchasing a subscription.

## INSTRUCTION METHOD

This course is a fully in person class. There is no remote attendance option. Students who need to miss class for an approved reason may make up some of the engagement points for the missed class by completing any in-class activities for that class period (if applicable). Students in need of this accommodation need to contact me by noon on the day of class to notify me of their impending absence. If multiple people miss the same class period, they will be expected to complete the activities together as a group (through zoom). Students are responsible for reaching out to the instructor to inquire about potential make-up work.

## 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. We will also 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). Laptops computers and/or other electronic devices are not to be used in class at any time unless students are specifically instructed to do so. At no time are students allow to use devices in class or anything that is not directly related to this course.

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.

Because this course is discussion-based and builds cumulatively, regular attendance is expected. Missing a substantial number of class meetings will negatively affect your ability to meet the course learning objectives and may result in a reduction of your final course grade, regardless of performance on written assignments or make-up work.

*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.

In the event that the instructor determines that students are using generative AI tools inappropriately to complete their mini-assignments, the instructor will substitute weekly reading quizzes for the weekly writing assignment for the entire class.

*Course Project:* Students will participate in a service-learning course project. A full description of the project is posted on eLC.

## **GRADES**

<b>Assignment</b>	<b>Approximate Number of Points</b>	<b>Approximate Percent of Final Grade</b>
Classroom Engagement	100	20%
Mini-Assignments	90	20%
Course Project	300	60%
<b>Grand Total</b>	<b>500</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 one MPA program competency—to lead and manage in public governance. 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 and our major course assignments can be used in a student portfolio to demonstrate mastery of these competencies.

## GENERAL CLASSROOM POLICIES

### *Artificial Intelligence-Based Technologies*

**Unless explicitly stated, all written work submitted for this course must be your own original writing.** However, this class is designed with structured opportunities for you to use generative AI tools—like ChatGPT—in specific, guided ways that support your learning. These assignments will clearly explain how and when you should use AI, and how to incorporate your own critical thinking and reflection into the process.

Outside of those structured uses, it is appropriate to use AI as a learning aid, such as:

- Asking it to explain difficult concepts or course material
- Generating examples to help you better understand a topic
- Brainstorming ideas or approaches for an assignment
- Getting feedback on writing that you have already drafted yourself

**Students are expected to include an AI disclosure on all written work** that indicates all the ways they used generative AI in the preparation of that assignment. AI should not be used to write or generate your assignments, projects, or exam responses unless you are explicitly instructed that it is permissible. Using AI in ways that substitute for your own work is considered academic dishonesty.

**Students are also expected to complete all assigned readings fully on their own.** Using AI to generate a summary of a reading—without reading the assigned material—is not permitted. It is important that students do the reading to build up their own bank of knowledge. The goal is to use AI as a tool to think with—not a shortcut to avoid thinking or avoid doing work.

### *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/electronic devices are only allowed in class for specific activities under the direction of the instructor. 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 their participation grade significantly reduced. At no time are students allowed to use any electronic devices in class for anything that is not directly related to the class.

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>.

### *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 Jan 14 <sup>th</sup>	Strategic Social Marketing	LCK Chapters 1 and 2
2	W Jan 21 <sup>st</sup>	Research and Theories of Change	LCK Chapters 3 and 4 Girlstakeover.org Case Study <b>Mini-Assignment #1 due</b>
3	W Jan 28 <sup>th</sup>	Social Issues Selecting Priority Audiences	LCK Chapters 5 and 6 Broach Theatre Case Study <b>Mini-Assignment #2 due</b> <b>Group Norms Assignment due</b>
	W Feb 4 <sup>th</sup>	<b>Project Work Week—No Class</b>	<b>Course Project Deliverable #1 due</b> <b>Reflection #1 due</b>
4	W Feb 11 <sup>th</sup>	Behavior Objectives Audience Insights	LCK Chapters 7 and 8 WWF Singapore Case Study <b>Mini-Assignment #3 due</b>
5	W Feb 18 <sup>th</sup>	Positioning Product	LCK Chapter 9 and 10 Byrraju Foundation Sweet Water Case Study <b>Mini-Assignment #4 due</b>
	W Feb 25 <sup>th</sup>	<b>Project Work Week—No Class</b>	<b>Course Project Deliverable #2 due</b> <b>Reflection #2 due</b>
6	W Mar 4 <sup>th</sup>	Price Place	LCK Chapters 11 and 12 Toronto Ultimate Club Case Study <b>Mini-Assignment #5 due</b>
	W Mar 11 <sup>th</sup>	<b>Spring Break—No Class</b>	
7	W Mar 18 <sup>th</sup>	Promotion—Messages and Messengers	LCK Chapter 13 (pp. 291-322) Review WWF Singapore Case Study <b>Mini-Assignment #6 due</b>
	W Mar 25 <sup>th</sup>	<b>Project Work Week—No Class</b>	<b>Course Project Deliverable #3 due</b> <b>Reflection #3 due</b>
8	W Apr 1 <sup>st</sup>	Promotion—Communication Channels	LCK Chapter 13 (pp. 322-354) Review Broach Theatre Case Study <b>Mini-Assignment #7 due</b>
9	W Apr 8 <sup>th</sup>	Monitoring and Evaluation Budget and Funding Plans	LCK Chapter 14 and 15 Review Toronto Ultimate Club Case Study <b>Mini-Assignment #8 due</b>
	W Apr 15 <sup>th</sup>	<b>Project Work Week—No Class</b>	<b>Course Project Deliverable #4 due</b> <b>Reflection #4 due</b>
10	W Apr 22 <sup>nd</sup>	Implementation and Sustaining Behavior	LCK Chapters 15 and 16 <b>Mini-Assignment #9 due</b>
	W May 6 <sup>th</sup>		<b>Course Project Final Deliverable due</b> <b>Course Project Assessment and Final Reflection due</b>



