

POLS 7680, Section OLA
The Role of Nonprofits in
Society
Fall Semester 2017

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Office Hours: MWF 3-4 p.m., T 2-5 p.m.
(U. S. Eastern Time)

Course Description

This course, a survey of the nonprofit sector, focuses on the purpose of nonprofit organizations, the impact that nonprofits have on society, the functions of nonprofit governance and management, and the relationship of nonprofit organizations with other entities in their environment. Topics include the management of paid and volunteer staff members, nonprofit marketing, public relations, fund-raising, and international nonprofit activity.

Learning Objectives

- Be able to describe the historic, economic, and social-welfare explanations for the existence of the nonprofit sector.
- Understand the legal and ethical obligations of nonprofit leaders to the government, other revenue sources, and the community.
- Be able to describe the elements of responsible nonprofit leadership that enhance the value of the organization's brand and facilitate accomplishment of the organization's mission.
- Understand how nonprofit organizations relate to other nonprofit organizations, government agencies, and for-profit firms.

The Online Environment

1. GENERAL RULES

This course is delivered in an asynchronous environment, which means that you will be working on your own schedule, subject

to the necessary assignment deadlines. Here are some general rules:

- Course discussion is an important part of your learning experience and your grade.
- Complete your weekly assignments before you move on to the next week.
- Always check to see whether there are any new course announcements.
- For the purposes of this course, all times are expressed in U. S. Eastern Time ("ET").
- Don't wait to learn how to use D2L.
- Use the assigned UNG E-mail account and not your personal E-mail account.
- Should a technical problem arise, address it immediately.
- Observe course "netiquette" and be considerate of others at all times.

It is your responsibility to make sure you have computer hardware and software that allow you to read and send E-mail, access the Internet, and enter the D2L website. You will normally use D2L to communicate with me or to turn in assignments.

2. COMPUTER SKILLS REQUIREMENTS

In order to effectively participate in this class, you need to be able to use E-mail, type, save and attach documents to your communications, log in to D2L, post messages on discussion boards, and save and upload documents in various formats, including but not limited to Microsoft Word and Adobe-pdf format. If you have questions regarding any of these issues, please do not hesitate to contact me.

3. COMMUNICATION IN D2L AND BY E-MAIL

- Always include a subject line ("POLS 7680: [Topic]").
- Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your E-mails. Use of emoticons might be helpful in some cases. Do not write in all capital letters.

- Use standard fonts. You never know what fonts someone else's machine can read!
- Avoid sending large attachments.
- Special formatting such as centering, audio messages, tables, html, etc., should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members.

STUDENT HELP RESOURCES

- ◆ UNG Service Desk contact is (706) 864-1922 or at helpdesk@ung.edu.
- ◆ For 24/7 support, go to <https://D2LHelp.view.usg.edu/>
- ◆ Citation Styles: APA - <http://owl.english.purdue.edu/owl/section/2/10/>
- ◆ D2L Tutorials: [https://my.ung.edu/departments/distance-education/Pages/eLearning%20\(D2L\)/Placing-a-Support-Help-Desk-Ticket.aspx](https://my.ung.edu/departments/distance-education/Pages/eLearning%20(D2L)/Placing-a-Support-Help-Desk-Ticket.aspx)

Course Requirements

1. READING

There are four required textbooks. They are:

- Ahmed, Shamima. (2013). *Effective Non-profit Management: Context, Concepts, and Competencies*. Boca Raton, Fla.: CRC Press. (ISBN 978-1-4398-1548-9)
- Grobman, Gary M. (2015). *An Introduction to the Nonprofit Sector: A Practical Approach for the 21st Century*. 4th ed. Harrisburg, Penn.: White Hat Communications. (ISBN 978-192910944-9)
- Tschirhart, Mary, and Bielefeld, Wolfgang. (2012). *Managing Nonprofit Organizations*. San Francisco: Jossey-Bass. (ISBN 978-0-470-40299-3)
- Worth, Michael J. (2017). *Nonprofit Management: Principles and Practice*. 4th ed. Thousand Oaks, Calif.: SAGE Publications, Inc. (ISBN 978-1-4833-7599-1)

There is one optional textbook.

Bennett, James T., and DiLorenzo, Thomas J. (1994). *Unhealthy Charities: Hazardous to Your Health and Wealth*. New York: Basic Books.

2. BULLETIN-BOARD DISCUSSIONS

I have developed a set of questions about the readings for 13 of the weeks' modules (including the first week, when your introduction of yourself will count as part of the discussion contribution). You are required to post answers to any two of the questions. Your answers must be posted on the course dropbox before 12 noon ET on Friday of the course week. Late participation will be penalized (minus 1 point). Then you are required to respond to any two of your classmates' posts before 12 noon ET on Monday at the end of the course week. The dropbox will then close at noon. You will not be able to make any submissions after that. When submitting your answers, be sure to include your name and which reading(s) your answers are addressing. Make sure to properly cite the reading(s) by providing name of author, title of material if there might be any ambiguity, and page number(s). The answers should not be of the "I agree" or "I disagree" type, but they should address broader theoretical or analytical themes. The answers should not merely re-state the author's words, but should reveal reflective and critical analysis.

For example:

"I am Desirée Devotee. Concerning Question 3: I suspect that the U. S. government encourages the creation of nonprofit organizations because nonprofits enjoy a 'halo effect.' On pp. 63-64, Grobman (2015) quotes Dennis Young as saying: 'In particular, the rationales for nonprofits offered by Weisbrod (1979), Douglas (1979), and others have a selfless, public-spirited quality to them. Nonprofits are seen as providers of semi-public goods, or as agents of trust for consumers whose abilities to discern quality differences are impaired.'"

I will grade it as a 2 because you followed the format and demonstrated that you read the material, but it does not show critical analysis. On the other hand, perhaps a student's answer were formulated differently, like this:

"I am Desirée Devotee. Concerning Question 3: I suspect that the U. S. government encourages the creation of nonprofit

organizations because nonprofits enjoy a 'halo effect.' On pp. 63-64, Grobman (2015) quotes Dennis Young as saying: 'In particular, the rationales for nonprofits offered by Weisbrod (1979), Douglas (1979), and others have a selfless, public-spirited quality to them. Nonprofits are seen as providers of semi-public goods, or as agents of trust for consumers whose abilities to discern quality differences are impaired.' But Tschirhart and Bielefeld (2012, p. 9) state, 'Nonprofits are subject to the claims, and possible control, of many stakeholders, including donors, clients, board members, staff, volunteers, government at all levels, and community members. The expectations of these stakeholders can vary widely and leaders must balance competing demands.' I speculate that the need to please this variety of stakeholders will result in more generous treatment of donors of large amounts of money, prominent board members, and other elites."

I will grade this question as a 3 because you followed the format and also demonstrated critical review of the material.

Your weekly questions will be graded using the following criteria (Point Range 3-0):

- 3 = Student adheres to all requirements of posting--that is, the student submits two answers before noon on Friday, responds to two classmates' posts before noon on Monday, title of message clearly references discussion theme, answers make proper reference to reading, and/or answers make proper citation of readings by giving page numbers. Participation is extensive and coherent; some of the week's themes are discussed; arguments are clearly stated; topic/theme/controversy builds from and into the course's topics and goals; student clearly makes an effort to build on the week's discussion by effectively incorporating material from the course and other courses.

- 2 = Student adheres to some or most of the requirements of posting--that is, the student submits two answers before noon on Friday, responds to two classmates' posts before noon on Monday, title of message clearly references discussion theme, some readings are not clearly or properly referenced, and/or some answers are not properly cited or lack page numbers. Some themes are discussed; discussion refers to the readings but misses on originality or freshness (lacks effort to interpret material in an interesting and original way); discussion would have been enhanced by the use of additional sources (both in quality and quantity).

- 1 = Student has not adhered to requirements of posting--that is, student submits fewer than two answers before noon on Friday, student responds to fewer than two classmates' posts before noon on Monday, answers are vague or general, there is no title of message or document does not refer to the readings, there is no proper citation of material or reference is inaccurate, and/or there is no citation of pages or page number is inaccurate. Participation was not consistent, sufficient, focused or logical; few postings are offered throughout the week; contributions consist mostly of sparse postings such as "I agree," "Yes, you are right," "I see your point"; contributions stray from the week's theme.

- 0 = Student did not participate in that week's discussion.

Your contributions to the class discussions will account for 39 percent of your course grade. Participation in class discussions plays an important part in this course, both as a component of your course grade and as a way of learning the material. I expect you to contribute actively to the discussions that will be occurring throughout the course. You are encouraged to offer your own issues and questions for discussion, but they must be appropriate to the subject matter. Participation means adding your own comments and responding to those of others. Because students will not be online at the same time, the course will use the discussion board, and not chat rooms, for the course discussion. Weekly class discussions must be completed before you move on to the next week. Weekly class discussions will close at noon each Monday at the end of the class week. You will not be able to participate for credit after that.

Discussion Group Guidelines:

- Discussion is the heart of the course, so don't be bashful.
- Complete your weekly assignments and that includes class board discussions before you move on to the next week.
- Review the discussion threads thoroughly before joining the discussion.
- Try to maintain threads by using the "Reply" button rather than starting a new topic.
- Do not make insulting or inflammatory statements to other class members.

- Read the comments of other class members thoroughly before entering your remarks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

Chat Guidelines:

Because there is no expectation that either students or the instructor will be online at the same time, there will be no course chat room or chat discussions.

3. ANALYTICAL PAPERS

You are expected to write two analytical papers--at least 12 pages long, each worth 30 percent of your course grade. In writing your papers, *be sure to refer frequently to course readings*. Your papers should *not* be dominated by statements of opinion, war stories, etc. When you are ready to submit your paper, use the "upload a file" function to submit the document to the assignment dropbox. These papers will be analyzed for plagiarism and originality by Turnitin.com. The deadlines for the papers are Monday, October 9, at noon and Monday, December 11, at noon (U. S. Eastern Time). No late papers will be accepted!

Your first analytical paper will need to explore the reasons why the government, on behalf of society, imposes legal restrictions and obligations on nonprofit organizations. Explain why nonprofit boards and executive directors often fall short of society's expectations for ethical conduct and transparency. Also explain the advantages that the government offers to nonprofit organizations in return.

Your second analytical paper will need to examine the effect of the nonprofit sector on the distribution of society's resources. What do nonprofit operatives do to steer resources to themselves and their organizations? What should other organizations, governments, and individuals do to protect their interests in the face of nonprofits' relentless promotions and puffery, when these others are looking out for their well-being, too? Where do society's interests lie in this competition for scarce resources?

Students are required in all M.P.A. courses to use full-blown APA style on *all* papers (including research papers, analytical papers, written case-study assignments, etc.). You may wish to

obtain a copy of the style manual. It is available, for example, at this Web site:

<http://www.apastyle.org/pubmanual.html>

Failure to use APA style properly will result in a penalty of up to 20 points (the average penalty will probably be 10 points). Please refer to the Web page at this URL address for more information:

<http://faculty.UNG.edu/bfriedman/Courses/APAmod.html>

Please take note of the following miscellaneous rules about writing that appear on the Web page at this URL address:

<http://faculty.UNG.edu/bfriedman/Courses/MiscRule.html>

4. CHEATING AND PLAGIARISM

The integrity code of the University of North Georgia--"On my honor, I will not lie, cheat, steal, plagiarize, evade the truth, or tolerate those who do"--reflects the university's commitment to academic integrity. The "Academic Integrity Policy" (2016-2017 *Undergraduate Bulletin*, http://ung.catalog.acalog.com/content.php?catoid=20&navoid=557#academic_integrity_policy; see also the *Student Handbook*) and the "Academic and Professional Integrity Policy" (described in the 2016-2017 *Graduate Bulletin* at http://ung.catalog.acalog.com/content.php?catoid=21&navoid=616#Academic_and_Professional_Integrity_Policy) are incorporated herein by reference. Please note that in this course, as in all others at UNG, plagiarism and other forms of cheating are expressly prohibited. Your papers will be analyzed for plagiarism and originality by Turnitin.com. Any student who commits plagiarism or cheating may receive a reduced grade, which may involve a failing grade, and his or her matriculation in the M.P.A. Program may be terminated by the M.P.A. Advisory Committee. A report of the incident will be provided to the university's Academic Integrity Council. The council and the provost may take additional action, which may include a formal reprimand, probation, suspension, or expulsion.

5. COMPOSITION

The first week's course content includes instructions about "Composing Messages and Papers." The instructions are incorporated in this syllabus by reference. I expect graduate students to write coherent English. Persistent errors of syntax,

grammar, word choice, etc., can adversely affect your scores on assignments.

6. COPYRIGHT COMPLIANCE

Both federal and state laws forbid the unlawful duplication of copyrighted computer software or other reproductions of copyrighted material. In accordance with these policies, the University of North Georgia expressly forbids the copying of such materials supplied by or used in the university. Unlawful duplication of copyrighted materials by a user may result in disciplinary action by the university pursuant to the Student Code of Conduct (Non-Academic Infractions--Prohibitions, Theft), and/or possible criminal action by the owner of the copyright.

7. INCORPORATION OF OTHER CONTROLLING AUTHORITY

The contents of the following are incorporated by reference:

- All of the rules, regulations, and standards published in UNG's undergraduate and graduate bulletins.
- The supplementary information that appears on the Web page at this URL address:

<http://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php>

8. ACCESSIBILITY STATEMENT

If you need this document in another format, please contact Andrew Eade by E-mail (andrew.eade@UNG.edu) or by telephone (706-864-1628).

Course Grades

Your instructor uses the conventional grading scale: 90-100%, A; 80-89%, B; 70-79%, C; 60-69%, D; below 60%, F.

Course grades are available on BANNER within about two business days of the end of final examinations. Except in emergency situations, please do not request grades by telephone, E-mail, or similar method.

Schedule of Assignments

<u>Week</u>	<u>Beginning Date</u>	<u>Topic</u>	<u>Readings</u>
1	Aug. 21	Welcome Introduction of Participants Orientation to Technology Composing Messages and Papers Protection of Privacy and Intellectual Property Quiz (counts as 1 percent of course grade)	
2	Aug. 28	The Nonprofit Sector	Ahmed, Ch. 1 Grobman, Ch. 1-3 Tschirhart and Bielefeld, Ch. 1 Worth, Ch. 2-3
3	Sep. 4	Laws, Rules, and Taxation	Ahmed, Ch. 3 Grobman, Ch. 4
4	Sep. 11	Organizational Structure and Board Governance	Ahmed, Ch. 4 Grobman, Ch. 5 Tschirhart and Bielefeld, Ch. 4, 9 Worth, Ch. 4
		Also read Dr. Friedman's encyclopedia entry, "Institutionalism and Nonprofit Organizations."	
5	Sep. 18	Ethics, Accountability, and Transparency	Ahmed, Ch. 10 Grobman, Ch. 7 Tschirhart and Bielefeld, Ch. 2
		Also read a paper that Dr. Friedman co-authored with Amanda M. Wolcott, "Transparency in Nonprofit Organizations: Public Access to Minutes of Board Meetings," at http://faculty.UNG.edu/bfriedman/Studies/TransMin.html .	

<u>Week</u>	<u>Beginning . Date .</u>	<u>Topic</u>	<u>Readings</u>
6	Sep. 25	Winners and Losers	<p><i>Optional reading:</i> Bennett and DiLorenzo</p> <p>Read the following:</p> <ul style="list-style-type: none"> • Dr. Friedman's case study, "Cracking Down on Red Cross Volunteers: How American Red Cross Officials Crushed an Insurrection by Agitated, Mistreated Volunteers in Northeast Georgia," at http://faculty.UNG.edu/bfriedman/Studies/REDXcd.htm . • Part A of the aforementioned conference paper that Dr. Friedman co-authored with Amanda M. Wolcott, "Transparency in Nonprofit Organizations: Public Access to Minutes of Board Meetings," at http://faculty.UNG.edu/bfriedman/Studies/TransMin.html .
7	Oct. 2	First Analytical Paper	
8	Oct. 9	International Nonprofit Activity	<p>Ahmed, Ch. 9</p> <p>Worth, Ch. 17</p> <p>Also read Dr. Friedman's encyclopedia entry, "Governing and Managing International and Global Nonprofit Organizations."</p>
9	Oct. 16	Executive Directors	<p>Tschirhart and Bielefeld, Ch. 10</p> <p>Worth, Ch. 5</p>
10	Oct. 23	Paid and Volunteer Staff	<p>Ahmed, Ch. 5</p> <p>Grobman, Ch. 12</p> <p>Tschirhart and Bielefeld, Ch. 11</p> <p>Worth, Ch. 9</p>
11	Oct. 30	Marketing	<p>Ahmed, Ch. 8</p> <p>Tschirhart and Bielefeld, Ch. 8</p> <p>Worth, Ch. 10</p> <p>Also read Dr. Friedman's encyclopedia entry, "Marketing in Nonprofit Organizations."</p>

<u>Week</u>	<u>Beginning Date</u>	<u>Topic</u>	<u>Readings</u>
12	Nov. 6	Fund-raising, Grants, and Other Revenue Sources	Grobman, Ch. 8, 10 Tschirhart and Bielefeld, Ch. 6 Worth, Ch. 13-15 Also read Dr. Friedman's encyclopedia entry, "Alternative Marketing Strategies in Nonprofit Organizations."
13	Nov. 13	Publicity, News Media, and Internet	Grobman, Ch. 13, 15 Also read Dr. Friedman's conference paper, "Nonprofit Organizations and the News Media: Their Mutually Beneficial Relationships vs. the Public's Right to Know."
14	Nov. 20	Fall Break	
15	Nov. 27	Competition and Collaboration	Tschirhart and Bielefeld, Ch. 15 Also read Dr. Friedman's encyclopedia entry, "Competition and Nonprofit Organizations."
16	Dec. 4	Second Analytical Paper	