Course Description
This course explores issues in nonprofit management and leadership including: the role of boards; strategic planning; marketing and fund-raising; financial management; and volunteer and human resource management.

Learning Objectives
The emphasis of the course is on thinking through the sorts of managerial challenges that are a natural feature of the nonprofit sector, in particular the tensions between expenditures on mission and financial sustainability; increasing resources in the presence of altruistic behavior (e.g. donations and volunteering); and the roles of nonprofits as financial and information intermediaries.

Prerequisite
It is recommended that students take PPD 689 (The Nonprofit Sector and Philanthropy) before enrolling in this course.

Required Readings and Supplementary Materials

Additional readings are assigned for each class session. These are listed on the course schedule below and will be posted digitally on the course web site. Some of the readings will come from the following books, which students may also be interested in purchasing.

Description and Assessment of Assignments

1. **Short Responses** (20% of final grade). Three short responses will be assigned over the course of the semester, and will consist of a short comment on a topic tying together the previous weeks’ readings, possibly in connection with a management problem faced by a real-life nonprofit organization, with one or more discussion prompts provided. The two short responses with the highest marks are worth 10% of the final grade each. The lowest short response grade will be dropped (including missing or late assignments, which receive a zero grade). Short responses will be primarily evaluated on the presentation of a thoughtful and well-integrated understanding of the readings and their related topics; points may also be deducted for especially careless spelling, grammar, usage, punctuation, and formatting.

2. **Group Presentation** (40% of final grade). The class will be divided into approximately six groups. These groups will develop a supplementary topic or case study that will form the basis of an hour-long presentation. The last two class sessions will be comprised of three group presentations each. There will be 5 points of grading for a short project proposal early on in the class, 10 points for a detailed outline of the presentation handed in at a middle point, and 25 points for the final presentation. See “Guide to Preparing the Group Project” for detailed instructions.

3. **Final Exam** (30% of final grade). The final exam will be a set of written questions similar to the short responses. This will be a take-home exam.

4. **Class Participation** (10% of final grade). The success of the course depends on everybody’s willingness to collaborate and forge an understanding of the readings and topics. Furthermore, the ability to articulate one’s viewpoint in a clear and respectful manner is a valuable leadership skill. Ten percent of the course grade will therefore be based on student willingness to speak in class, particularly to articulate understanding of the readings and to engage with others.

**Grading Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Two Short Responses</td>
<td>20 (10% ea.)</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>40 (total)</td>
</tr>
<tr>
<td>Proposal</td>
<td>5</td>
</tr>
<tr>
<td>Outline</td>
<td>10</td>
</tr>
<tr>
<td>Final Project</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
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**Assignment Submission Policy**

All written assignments other than the take-home final exam are due at the start of class on the due date, printed on paper. Alternatively, students may submit assignments electronically, by emailing them to the instructor in PDF format only, no later than two hours before the start of class (noon).
The take-home final exam may be turned in on paper at the instructor’s office, or electronically by email in PDF format, no later than 1 pm on December 10.

Submissions should follow common-sense formatting, including a header at the top of the first page with the title of the assignment, the student’s name, and the date; reasonable margins (1 to 1.25 inches on a side); and double-spaced text set in a sober and legible 12-point typeface. Garamond, Times, and Georgia are examples of widely distributed fonts that read well on paper, though there are certainly many other options.

Additional Policies

Late submissions of short responses are not accepted for any reason and receive no credit. Note that since the lowest grade on the three short responses is dropped, only two of the three must be handed in at all to avoid a zero.

Late submission of the take-home final exam is only possible with thorough and prompt documentation of extenuating circumstances and allowed on a case-by-case basis at the sole discretion of the instructor.

Attendance is not taken, but class participation is 10% of the final grade, and it is difficult to participate without being in the room.

Course Schedule: A Weekly Breakdown

The course schedule below lists readings and notes. Any revisions to this syllabus will be posted on Blackboard and announced via class emails.

Core, mandatory readings are indicated with a leading asterisk (*). The additional readings suggested are also useful for class discussion, short responses, and for final exam questions. Readings not in the Renz textbook will be posted to Blackboard in PDF format.

I. Overview of the Nonprofit Sector and Its Management Challenges

August 28

What are nonprofit organizations? What do they do? Why do we need them?

(*) Peter Dobkin Hall. “Historical Perspectives on Nonprofit Organizations in the United States.” In Renz, ch. 1, pp. 3–41.


September 4

The Structure of a Nonprofit Organization

Renz, ch. 3, pp. 77—100.


(*) Wolf, ch. 2. “The Board.” 33—69


NOTE: READINGS FOR THE FOLLOWING SECTIONS ARE LIKELY TO BE EXPANDED AND REVISED. BE SURE TO WATCH FOR AN UPDATED SYLLABUS AS THESE CLASS MEETINGS APPROACH.

September 11  

Dollars and Sense — Accounting and Finance for Nonprofits

GROUP PRESENTATION PROPOSAL DUE


II. The Search For Success: Managerial Objectives of Nonprofit Organizations

September 18  

Strategic Planning

FIRST SHORT RESPONSE DUE


September 25  

Financial Sustainability and the Social Mission


**October 2**

*Measurement and Accountability — How Do we Know if a Nonprofit Is Succeeding?*


**III. Nonprofits and Leadership**

**October 9**

*Human Resources in the Nonprofit Sector*


**October 16**

*Donations and Philanthropy: What Motivates Giving?*


**October 23**

*The Art of Successful Fundraising*

**SECOND SHORT RESPONSE DUE**


descriptive social norms, social information, and charitable giving.” *Nonprofit Management and Leadership* 19(4): 467—489.

October 30  Volunteering: Human Resources meets Donations (Of Time)

**PROJECT OUTLINE DUE**


IV. Nonprofit Leadership at Intersections with For-Profit and Government Sectors

November 6  Nonprofits and the Public Sector

**THIRD SHORT RESPONSE DUE**


November 13  Social Enterprise In the Non- and For-Profit Sectors


V. Class Presentations

November 20  Project Presentations part 1

Schedule TBA

November 27  NO CLASS (Thanksgiving holiday)
December 4  Project Presentations part 2  
Schedule TBA  

December 10  TAKE-HOME FINAL EXAM DUE AT 1 P.M.

Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Emergency Preparedness/Course Continuity in a Crisis
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.