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# PHILANTHROPY & THE PUBLIC GOOD

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CCS 4310-1100, SPRING 2015

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TUESDAY-THURSDAY 12:30-1:45

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Carroll Library 323

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“No, no, we are not satisfied and will not be satisfied until justice rolls down like water and righteousness like a mighty stream.”

**--Dr. Martin Luther King, Jr.**

“It is one thing to say with the prophet Amos [and Dr. King], ‘Let justice roll down like mighty waters,’ and quite another to work out the irrigation system.”

**--William Sloane Coffin**

“To give away money is an easy matter, and in any [person’s] power. But to decide to whom to give it, and how large and when, and for what purpose and how, is neither in every [person’s] power, nor an easy matter. Hence it is that such excellence is rare, praiseworthy, and noble.”

**--Aristotle**

“The divine mandate to use the world justly and charitably, then, defines every person’s moral predicament as that of a steward. But this predicament is hopeless and meaningless unless it produces an appropriate *discipline*: stewardship. And stewardship is hopeless and meaningless unless it involves long-term courage, perseverance, devotion, and skill.”

**--Wendell Berry**

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## COURSE DESCRIPTION & OBJECTIVES

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Some generous donors have given you a gift—\$60,000, in fact. Their request? Simply for you to give it away.

How difficult can that be? Plenty of people will want it, and plenty deserve it. But I suspect you’ll pretty quickly agree with me (and Aristotle) that this is going to be hard work—very hard work. So before we can jump straight to giving it away, we have a few important tasks. First, we’ll ask some foundational questions: What is philanthropy? Who is a philanthropist? Why do philanthropy? How? And to what ends?

As we ask those questions throughout the semester, we'll also take a close look at our own community. What are its needs? How are those needs being met? Where are there gaps? What good things are happening elsewhere that aren't happening here? And is it possible that our money, carefully given, might make a major impact on our community and our neighbors?

But there are also some things we must ask of ourselves: Who am I? What are my values? What do I have? What have I been given? Do I steward those gifts with the sort of "courage, perseverance, devotion, and skill" described above by Wendell Berry? And finally, what can I give?

This semester you will function in a few capacities, dancing back and forth between three different roles. Collectively we'll operate as a *foundation board of directors*, deciding in our "Board Meetings" how and where to give our money. In your work with a few teammates, you'll function like a foundation *program officer*, cultivating relationships with nonprofit organizations, assessing their needs and effectiveness, and perhaps advocating on their behalf to the larger board of directors. Near the end of the course you'll function like the *employee* of a nonprofit organization, writing grant proposals that will be considered by the larger board.

In each of these roles you'll be developing experience that will serve you for a lifetime—as a professional, as a philanthropist, and as a community leader and citizen. With respect to our course goals, I want us to strive toward growth in three areas in this course: what we will *learn*, what we will *do*, and what we will *become*.

Here are our goals a little more specifically:

- I. Learn
  1. To understand the nature of philanthropy the social sector—their histories, theories, ethics, and practice.
  2. To research and understand public concerns in Waco, specifically in these key areas:
    - a. health & wellness
    - b. hunger & homelessness
    - c. children, youth, & education;
    - d. culture, arts, & the environment;
    - e. human services & civil rights;
    - f. community improvement and development.
- II. Do
  3. To understand and participate in the grantmaking process: establishing goals, performing due diligence, writing and vetting proposals, debating priorities, and reaching collective decisions.
  4. To fund Waco-area nonprofits in ways that fit with our clearly articulated goals, priorities, and needs assessment. We'll look to do philanthropy in ways that are *transformational*, not just *transactional*.
- III. Become
  5. To develop a personal philanthropic ethic that takes serious account of how one's time, talent, and treasure might benefit the public good.
  6. To become a person who thinks about the needs of others, the health of the community, and the ways in which we might use our own giftedness to help create a better world.

## OUR PROCESS OUTSIDE THE CLASSROOM: AN OVERVIEW

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One of the exciting things about this class is that much of the learning happens through experience. Sure, we'll learn a lot in our reading, class discussions, and assignments, but so much of what you'll take away from the class will occur in what you do to work with community partners and make decisions about grant funding.

This semester we will deal with public concerns that are complex and messy—things like food insecurity and housing, education and the environment, arts funding and access to legal services, mental and physical health. Because these concerns are complex, they'll require strong partnerships, teamwork, and our very best thinking as we aim to address them. I have established partnerships with about 75 Waco-area nonprofits, and I have grouped these nonprofits into six basic issue areas:

1. Health & Wellness
2. Hunger & Homelessness
3. Children, Youth, & Education
4. Culture, Arts, & the Environment
5. Human Services & Civil Rights
6. Community Development & Community Improvement

Each of you has been placed onto a team that will focus on one of these issue areas and the nonprofit organizations grouped therein. Together, we'll all share the work of the Culture, Arts, & Environment organizations (each team will work with a few of these organizations).

We have \$60,000, and together we will carefully consider how that money might best be used to enrich our community. Our semester will build toward our final decisions about how to make grants aimed at addressing the public concerns that we prioritize, but before we get there, there is a process we must follow. That process will include a few elements: 1) research about our nonprofit partners; 2) conversations with them about they do, *could* do, and *want* to do to address specific concerns; 3) decisions about what specific concerns we want to prioritize; 4) research about the scope and magnitude of these concerns here in Waco; and 5) deliberation together about how to divide and grant the \$60,000. Here's how we'll do that.

In the months of January-February you will operate like a program officer as you begin learning about the partner organizations to which you've been assigned. You'll read their websites, learn about their programs and financials on Guidestar (or another information service), and search traditional media and social media for stories and information about the organizations. Once you have an understanding about who they are and what they do, you will contact the organizations directly to begin talking with them about their work. They'll be expecting to hear from you, and when you reach out, they'll answer your questions while they also try to capture your imagination with their mission and possible grant funding ideas. They'll also be prepared to help you research and understand more about the issues they deal with.

During late February and early March we will use all of this knowledge to begin a process of narrowing down toward the issues we want to address and the organizations we want to fund. We'll conduct our first Board Meeting, which is a time for deliberation and democratic action: you will work collectively to narrow our 75 organizations down to about 20 organizations (at least 4 per issue area). Switching back to your program officer role after that, you and your team will begin in earnest to conduct research about the concerns you want to address. For example, if your

team decides to address food insecurity, you will begin figuring out the scope, magnitude, and core causes of food insecurity in Waco, with your partner nonprofit organizations assisting with your research. Your team will also work with your finalist organizations to schedule a visit. During this visit you will be prepared with questions about the organization and will go on-site to see and learn more about their work.

March and April will be devoted to working with the 20 finalist organizations as you narrow down to the final 5-10 grant recipients. Your research will be in full swing at this point, and it will inform the class's decisions about which organizations will receive grants. We will conduct a two-part Board Meeting to make decisions about which organizations will receive grants, and once we have determined our recipients (but before we determine how much they'll receive), you will switch hats again, going to work for the grant-receiving organizations. With their help, you will write grant proposals requesting pieces of the \$60,000 pie. You'll then, individually, write a proposal for exactly how you think our money should be allocated. That proposal will inform our final discussion in the final Board Meeting. It's there that we'll decide how much to give to whom.

Finally, in May, the fun: we'll throw a party and present big checks to our final grant recipients.

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## OUR PROCESS INSIDE THE CLASSROOM: AN OVERVIEW

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The things we do in class are all designed to inform our work in the community and our decisions about how to give away our money. Early in the semester we will devote a lot of energy to reading and classroom discussion; we have a lot to learn. Our first readings are designed to help us understand the social sector and the role of philanthropy in addressing public concerns. We'll also begin asking questions about the nature of giving: how can we exercise care and do philanthropy in meaningful ways? This will help us establish our priorities before we then narrow into strategy: how best can we utilize our resources to address the concerns we want to address? Then we'll move into the practical: how precisely do we go about doing that? Later in the semester, we'll turn some focus back on ourselves and think about our own philanthropy now and going forward.

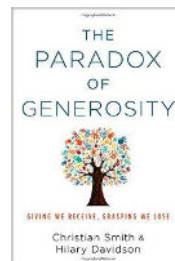
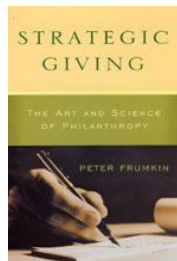
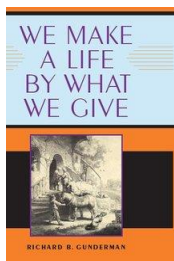
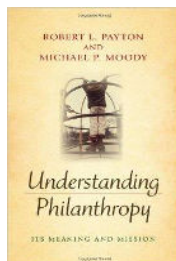
In addition to reading and discussion, we will also hear from guests—directors of foundations; experts on policy issues, fundraising, and Waco's biggest concerns; plus seasoned givers who have thought deeply and well about how they give.

We will devote some of our class time to work with our teams. Some will be devoted to group discussion. Sometimes I will lecture. And sometimes we'll work together on case studies designed to help us anticipate the issues that will arise as we do philanthropy. In each of these things, our goals are very practical: we are equipping ourselves to make the best use of the money we're privileged to give away.

In addition, you will note that this course has a "lab" section (CCS 1100). Sometimes we will use this time to meet formally in the classroom, but often you will use this time to work with local nonprofits—either on conference calls, site visits, or meetings.

## REQUIRED MATERIALS

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Payton, Robert L. and Michael P. Moody. *Understanding Philanthropy: Its Meaning and Mission* (Bloomington, IN: Indiana University Press, 2008).

Gunderman, Richard B. *We Make a Life by What We Give* (Bloomington, IN: Indiana University Press, 2008).

Frumkin, Peter. *Strategic Giving: The Art and Science of Philanthropy* (Chicago: University of Chicago Press, 2006).

Smith, Christian and Hilary Davidson, *The Paradox of Generosity: Giving We Receive, Grasping We Lose* (New York: Oxford University Press, 2014).

## COURSE POLICIES & PROCEDURES

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**ATTENDANCE:** Pursuant to the [policies](#) of the College of Arts & Sciences, a student must attend at least 75% of all scheduled class meetings to earn course credit. Any student who does not meet this minimum standard will automatically receive a grade of “F” in the course. Any University-related activity necessitating an absence from class shall count as an absence when determining whether a student has attended the required 75% of class meetings. Please hear me say above all that you simply shouldn’t miss class. This work is just too important. Plus, your grade is tied to your active engagement and participation with the material and your fellow students, so if you want to do well in the course, come to class every day. You are also advised to let me, and your group members, know in advance if you plan to miss.

**ADHERENCE TO THE BAYLOR UNIVERSITY HONOR CODE.** A copy of the Baylor University Honor Code is available [online](#), and students are expected to adhere to it and to conduct themselves with honesty and integrity. Talk with me if you are confused about citation practices or other research standards. Make sure you understand not only what counts as plagiarism and cheating, but also how to avoid engaging in these practices. If you violate the Honor Code, be aware that your violation will be reported to the Office of Academic Integrity and become part of your student record. Understand that penalties resulting from dishonest conduct can range from failure of the assignment to immediate expulsion from the university. I reserve the right to give you an “F” in the course for *any act* in violation of the University Honor Code.

**LEARNING ACCOMMODATIONS:** Any student with a documented disability needing classroom accommodations should contact the [Office of Access and Learning Accommodation](#). If you have a

documented disability and wish to discuss accommodations, please contact me as soon as possible. The student is responsible for obtaining appropriate documentation and information regarding needed accommodations from the Baylor University Office of Access and Learning Accommodation (OALA) and providing it to the professor early in the semester. The OALA phone number is (254) 710.3605, and the office is in the Paul L. Foster Success Center, Sid Richardson Room 190.

**CONNECT:** By enrolling in this class you have entered a network with colleagues at prestigious universities around the country. Our friends in The Philanthropy Lab have built some ways for us to connect with other colleagues in the consortium via Facebook and Twitter. If you use social media, please “Like” [The Philanthropy Lab page](#) on Facebook and follow [@ThePhilLab](#) on Twitter, and be sure to take advantage of these relationships and join the conversation.

## ASSIGNMENTS & GRADING

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**BRIEFING BOOK & PRESENTATIONS (50%):** Your biggest assignment for the semester comes in the form of a briefing book, about 50-100 pages in length, which you and your team will complete in parts over the course of the semester (don’t run for the exits just yet; it will come in phases). This briefing book is basically a summary of your work for the semester. In it you will describe the public concern(s) that your team has focused on, analyzing the dimensions and constituents of those concerns, as well as the process and rationales by which you made funding decisions to address those concerns. The book will include such things as: data about the concern(s) you’re addressing; what’s happening in Waco programmatically to address those concerns; what innovations and best practices can be found elsewhere to address those concerns; what gaps in services exist in Waco; your theories of change for addressing these concerns; information about the nonprofits you’ve assessed; evaluation metrics; your process for selecting finalists; funding letters; letters declining funding; grant applications; and a host of other items. In the days ahead I will provide you with some additional details, along with sample books compiled by previous students, who blazed the trail for you. There will be some intermediate deadlines for portions of the book, and you’ll always know those well in advance.

Included in this portion of your grade are the presentations you will make at Board Meetings throughout the semester. The information you present and the information you turn in will be virtually the same, but it will be important that you make clear presentations to your fellow board members so that we can make the best and most informed decisions about our grants.

**ENGAGEMENT (30%):** Your informed participation is vital to the success of this class and, more importantly, to the success of this unique venture. In fact, it is so important that it constitutes 30% of your grade. For our purposes, engagement is far more than just participation in classroom discussion. That will be important, of course, but under this “engagement” heading, I am also including a more subjective assessment of the degree to which you are invested in this process. What we’re doing is important work, perhaps sacred work. In many courses, you are learning information and tucking it away for some future date and time. In this course, that “future date and time” is *now*, when we’ll work with 75 nonprofit organizations to make \$60,000 in grants. For that reason, you must be engaged in all aspects of the course.

In the early part of the semester, we’ll be reading and absorbing a lot of information about philanthropy and the social sector, and this information will be of vital importance to us as we make grants in the last part of the semester. For that reason, we must learn it well. And while there aren’t exams in this course to test your knowledge, there will be no hiding; you must *learn* the

information because we will *use* the information. Every time there is assigned reading, you should come to class with some **written takeaways** from the reading. This is open in length and format, but it should focus on the things that will be important in your decision making and grant making. Many of the written takeaways from your reading will also appear eventually in your briefing book and capstone essay, so to make your life easier at the end of the semester, do this well the first time. Your write-up should be based on two important questions:

1. *What* from this reading is going to matter as we evaluate and make grants to local nonprofits?
2. *Why* will it matter?

In addition to these write-ups, your engagement will be assessed based on your ability to work collegially with your team, your contributions to the work of your team, evidence that you have learned and understood course material, your contributions to class discussion, and your general interest and buy-in to this important project.

**INDIVIDUAL PROPOSAL (5%):** Just before our final Board Meeting you will turn in an individually authored 5-7-page proposal for how we'll grant our \$60,000. By this point we will have held our Board Meetings to decide on our 5-10 grant recipients. But there will be much work left to do as we decide how to divide up our funds. This essay will present your "A Proposal" and your "B Proposal," dividing the funds as you see fit. It will also discuss the ways in which you will look to compromise if your designations are different from those of your classmates'.

**CAPSTONE ESSAY (15%):** Your final assignment is a capstone essay exploring your own philanthropic ethic: how do you intend to approach philanthropy going forward? This essay will draw from your reading throughout the semester, especially the Gunderman book. But the point is to bring those readings to bear on your own thinking about philanthropy. I'll provide more details and a writing prompt as the time approaches. The essay will be due by **11:00 AM on Saturday, May 9.**

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#### GRADING SUMMARY:

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Briefing Book & Presentations: 50%  
Engagement: 30%  
Individual Proposal Essay: 5%  
Capstone Essay: 15%

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#### GRADING SCALE:

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90-100= A  
87-89= B+  
80-86= B  
77-79= C+  
70-76= C  
60-69= D  
0-59= F

## SCHEDULE

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### WEEK ONE: WHAT IS PHILANTHROPY?

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January 13:

- No assigned reading, but you might get a jump on the Payton & Moody book

January 15:

- Payton & Moody, *Understanding Philanthropy*, pp. 1-61

### WEEK TWO: WHY PHILANTHROPY?

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January 20:

- Payton & Moody, *Understanding Philanthropy*, pp. 62-130

January 22:

- Frumkin, *Strategic Giving*, pp. 1-29
- Payton & Moody, *Understanding Philanthropy*, pp. 155-173

### WEEK THREE: PHILANTHROPIC MOTIVATIONS

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January 27:

- Gunderman, *We Make a Life by What We Give*, pp. 1-29, 132-139
- Richard Gunderman, "Authentic Flourishing," *Conversations on Philanthropy V*: 49-56 (available [here](#))

January 29:

- Paul G. Schervish, "Religious Discernment of Philanthropic Decisions in an Age of Affluence," from *Religious Giving: For the Love of God*, ed. David H. Smith (Available on Blackboard)
- Gunderman, *We Make a Life by What We Give*, pp. 30-44

### WEEK FOUR: SOME BASIC SKILLS

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February 3:

- Orosz, *The Insider's Guide to Grantmaking*, pp. 25-65 (available on Blackboard)

February 5:

- Conference calls

### WEEK FIVE: STRATEGIC THINKING

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February 10:

- Frumkin, *Strategic Giving*, pp. 125-173

February 12:

- Conference calls

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## WEEK SIX: STRATEGIC THINKING

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February 17:

- Laura Arrillaga-Andreessen, "Determining a Destination: Assess Your Aspirations and Impact," from *Giving 2.0*, pp. 101-126 (available on Blackboard)
- Kathleen Noonan and Katherina Rosqueta, "I'm Not Rockefeller:" 33 High Net Worth Philanthropists Discuss Their Approach to Giving" Report from the Center for High Impact Philanthropy, September 2008 (Available from: [http://www.impact.upenn.edu/images/uploads/UPenn\\_CHIP\\_HNWP\\_Study.pdf](http://www.impact.upenn.edu/images/uploads/UPenn_CHIP_HNWP_Study.pdf))

February 19:

- Frumkin, *Strategic Giving*, pp. 174-216

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## WEEK SEVEN: BOARD MEETING 1

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February 24: Board Meeting #1A: Narrowing to 20ish

- Plan to stay until 3:15

February 26: Board Meeting #1B: Narrowing to 20ish

- Plan to stay until 3:15

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## WEEK EIGHT: DUE DILLIGENCE/THE ART & SCIENCE OF PHILANTHROPY

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March 3:

- The Bridgespan Group, "Quick Guide to Conducting a Nonprofit Site Visit"
- The Bridespan Group, "Guide to Interviewing a Nonprofit's CEO"
- **\*\*\*Letters of response due\*\*\*** (one per team to finalist organizations and one per team to those organizations who aren't finalists)

March 5:

- Gunderman, *We Make A Life By What We Give*, pp. 44-50, 63-72, 78-88, 99-107
- **\*\*\*Briefing Book Draft #1 Due \*\*\***
  - This draft should include an explanation and rationale for your suggestions in board meeting #1 (about 2-3 pages), as well as one-page summary reports on each of your assigned organizations.

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## WEEK NINE: SPRING BREAK

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Enjoy the week off, and come back ready for a big push over the last half of the semester.

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## WEEK TEN: SITE VISITS

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March 17: Class time used for site visits

March 19: Class time used for site visits

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## WEEK ELEVEN: RESEARCH

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March 24: Work session

March 26: Work session

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## WEEK TWELVE: BOARD MEETING 2

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March 31: Board Meeting #2A

- Plan to stay until 3:15

April 2: Board Meeting #2B

- Plan to stay until 3:15

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## WEEK THIRTEEN: GRANT PROPOSALS

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April 7: Meet with CEOs of organizations receiving grants to begin grant proposal process

- Read Smith & Davidson, *The Paradox of Generosity*, pp. 1-45

April 9: Work Session

- Smith & Davidson, *The Paradox of Generosity*, pp. 46-98

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## WEEK FOURTEEN: PERSONAL GENEROSITY

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April 14: Diadeloso (no class)

April 16:

- Christian Smith & Michael O. Emerson, *Passing the Plate*, pp. 1-56 (available on Blackboard; this reading isn't as long as it sounds)
- **\*\*\*Grant Proposals due by beginning of class\*\*\***

**\*\*\*Individual Proposal Essay Due by 8:00 AM on Monday, April 20\*\*\***

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## WEEK FIFTEEN: FINAL DECISIONS

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April 21: Board Meeting #3A

- Plan to stay until 3:15

April 23: Board Meeting #3B

- Plan to stay until 3:15

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## WEEK SIXTEEN: PERSONAL GENEROSITY

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April 28:

- Smith & Davidson, *The Paradox of Generosity*, pp. 99-113

- Gunderman, *We Make a Life By What We Give*, pp. 114-124

April 30:

- Smith & Davidson, *The Paradox of Generosity*, pp. 180-227
- Gunderman, *We Make a Life By What We Give*, pp. 191-197

**Check presentation ceremony Monday, May 4, 1:00 PM.**

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**FINAL EXAM**

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**Capstone Essay due by 11:00 AM on Saturday, May 9**

## OUR COMMUNITY PARTNERS

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### HEALTH & WELLNESS

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Family Health Center  
Cenikor  
YMCA  
Community Cancer Association  
Speech, Language, & Hearing Clinic (Baylor)  
Susan G. Komen Foundation (Central Texas)  
VOICE, Inc.  
American Red Cross Heart of Texas Chapter  
CareNet of Central Texas

### HUNGER & HOMELESSNESS

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Shepherd's Heart  
McLennan County Hunger Coalition  
Texas Hunger Initiative  
World Hunger Relief, Inc.  
Caritas  
Salvation Army  
Meals and Wheels  
Waco Downtown Farmer's Market  
Mission Waco (family & adult programs)  
Compassion Ministries

### CHILDREN, YOUTH, & EDUCATION

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WISD foundation  
Communities in Schools for the Heart of Texas  
Friends of the Waco McLennan County Public Library  
McLennan Community College Foundation  
AVANCE  
Talitha Koum Institute  
Center for Learning and Development  
Big Brothers & Big Sisters of Waco  
Mission Waco (Children & Youth Programs)  
SIB Leadership Development Institute  
Youth Connection  
Baylor University

## **HUMAN SERVICES & CIVIL RIGHTS**

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Lone Star Legal Aid  
Mission Waco Legal Services  
Baylor Law School Immigration Clinic  
Baylor Law School Veterans' Assistance Clinic  
Baylor Law School Pro Bono Teams  
Friends for Life  
Road to Damascus  
Restoration Haven  
Christian Women's Job Corps  
CASA of McLennan and Hill Counties  
Family Abuse Center

## **COMMUNITY IMPROVEMENT & COMMUNITY DEVELOPMENT**

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Act Locally Waco  
KWBU  
Greater Waco Chamber of Commerce  
Waco Habitat for Humanity  
Waco Community Development Corporation  
Neighborworks Waco  
Good Neighbor Waco  
Mission Waco (facilities & retail programs)  
EOAC  
Prosper Waco

## **CULTURE, ARTS, & THE ENVIRONMENT**

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Waco Arts Alliance (Chamber of Commerce)  
Waco Symphony Association  
Waco Civic Theatre  
Waco Cultural Arts Fest (Cultural Arts of Waco)  
The Art Center of Waco  
Mayborn Museum  
Dr. Pepper Museum  
Historic Waco Foundation  
Cameron Park Zoological & Botanical Society  
Animal Birth Control Clinic, Inc.  
Fuzzy Friends Rescue  
Keep Waco Beautiful, Inc.

