

HODC 3352: PHILANTHROPY & SOCIAL PROBLEM SOLVING

3 credit hours T/Th 9:35am-10:50am Room: Sony 2058

Professor: Beth Shinn / TA Gavin Crowell-Williamson Spring 2020

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Most people think that Americans are generous because we are rich. The truth is that we are rich, in significant part, because we are generous. — Claire Gaudiani

Every man goes down to his death bearing in his hands only that which he has given away.
— Persian proverb

The true friend of the people should see that they be not too poor, for extreme poverty lowers the character of the democracy. — Aristotle

The hell with charity, the only thing you'll get is what you're strong enough to get.
— Saul Alinsky

I can testify that it is nearly always easier to make \$1,000,000 honestly than to dispose of it wisely. — Julius Rosenwald

This course provides you an opportunity to engage in the practice of philanthropy while learning about charitable giving, social problem solving, and the philanthropic and non-profit sectors. Working in teams, you will distribute \$50,000 or more (donated by the Philanthropy Lab, with totals depending on bonuses earned by you and by students in prior semesters) to local non-profits. To do so, you will analyze community needs, consider approaches to social problems, investigate the effectiveness of organizations in solving them, and make plans to evaluate your gifts in the future. At the same time, you will read about different approaches to philanthropy including both philosophic approaches and organizational structures in the philanthropic sector and critiques of that sector.

The course is part of the Community Leadership and Development track of the HOD undergraduate program, which prepares students to “find solutions to human problems in organizations and communities.” The program, rooted in the philosophy of American Pragmatism and John Dewey, emphasizes linking academic knowledge and theory to personal and professional practice through tackling organizational and community issues and concerns.

The class will be run as a seminar, with much of the work done in student teams. The semester will be divided into four sections: I. Problem identification: How do community needs and student values shape selection of problems? II. Approaches to change: How do different problem definitions imply different solutions? What is the evidence for different approaches? III. Evaluating organizations: How do the efforts of non-profit organizations working in the area fit with theories of change? How effective and efficient are the organizations? How would the organizations use a donation to address the problem? How should their efforts be evaluated? IV. Decision making. Students will serve as the Board of Directors of the HOD Philanthropy Lab Foundation to decide how and where to donate the funds.

Prerequisites

In the same or a prior semester, students must have taken courses in group processes, organizations, and systematic inquiry/research methods (HOD 1300, 2100, 2500 or equivalent), so that they are prepared to work in teams and to analyze both social problems and the organizations that aim to deal with them. Exceptions made with permission of the instructor.

Office Hours

Please email Professor Shinn to arrange appointments. Her office is located in the Sony on the 4th floor in room 4076. Gavin Crowell-Williamson will hold office hours after class on Tuesdays and Thursdays from 11am-12pm in the Sony Building 1st floor lunch area.

Course Structure

- Part 1: Problem Identification. Class members will be broken up into teams based on issue area interests (3 to 5 groups expected). Each team will research a broad problem area and identify specific conditions within Nashville with regard to the problem area (e.g., if your broad area is education: dropout rates; college admissions; absenteeism; suspensions; teacher turnover; test scores; performance differentials by neighborhood, race, gender, etc.). The goal is to develop a firm empirical grounding in the area you have selected.
- Part 2: Approaches to Change. Teams will conceptualize potential interventions to address the areas of need identified. What interventions align with different definitions of the problem: services to support the need or advocacy to prevent the problem? individual treatments or organizational or systems-level interventions? What is the evidence for the different theories of change? What is the role of the non-profit sector with respect to the problem? What leverage might philanthropic dollars have?
- Part 3: Evaluating Organizational Approaches. Drawing on the problem identified and the conceptual approaches to addressing this problem, teams will identify a small pool of organizations in Nashville that fit the selected approach, analyze these organizations to determine those likely to have the greatest impact, and visit the finalists. Teams will also decide on criteria for evaluating funded change efforts, and how to evaluate them.
- Part 4: Decision-making. Students will make decisions at several stages in the class (e.g.,

narrowing the problem area foci), and at the end will make final decisions about how they, acting as a Foundation, will allocate their resources for maximum impact on the problem areas identified in Nashville. Groups will make presentations to the class to make the case for funding based on their research and analysis, and the class will decide.

- Throughout: We will discuss and critique the philanthropic sector.

Texts for Course

We will use two textbooks with supplemental readings to be posted on Brightspace:

Brest, P. & Harvey, H. (2018). *Money well spent: A strategic plan for smart philanthropy*. Stanford University Press

Frumkin, P. (2010). *The essence of strategic giving: A practical guide for donors and fundraisers*. The University of Chicago Press.

Assignments and Grading

Course assignments are structured around group projects, although some assignments will be completed by individuals. For group assignments, group members will be asked to assess individual contributions to the group product, and the group grade *may* be adjusted accordingly.

1. Each student will complete the pre-course survey and initial the grant letter (1%, ungraded). **Certify completion by January 9.**
2. Each student will submit a paper, pitching a *particular problem* to their group, with documentation of a) the magnitude of the problem; b) the importance of this problem relative to other problems and changes over time; c) who is affected; and d) who is being served. **Due January 23.** [15% of grade] [Individual assignment]
3. Each student will submit a paper considering at least two alternative conceptual approaches to the problem that their GROUP has selected for focus, each of which is embodied by a local organization. How does each approach define the problem, and how do different problem definitions imply different solutions? Does the approach focus on services to support the need or advocacy to prevent the problem? Does it offer individual treatments or organizational or systems-level interventions? Does it seek ameliorative or transformative change? What is the theory of change? Include a logic model for each approach. Indicate where you must make assumptions for lack of direct evidence. Note – you are NOT expected to contact organizations for this assignment. The sole point of identifying organizations is to make sure that your approach exists. You should use the research literature to evaluate approaches, although you may, optionally, include evidence from organizational websites. **Due February 13** [20% of grade] [Individual assignment]
4. Groups will prepare for visits to organizational finalists. To do so, a) describe your criteria for evaluating organizations b) develop an interview guide, including questions you want to answer for all organizations, as well as specific questions for each finalist organization. **Due February 25.** [5% of grade] [Group assignment]
5. After the group narrows the list of organizations under consideration each student will

90-93.9%	A-
87-89.9%:	B+
83-86.9%:	B
80-82.9%	B-
77-79.9%:	C+
73-76.9%:	C
70-72.9%	C-
60-69.9%:	D
59% or below:	F

Grades may be moved up or down one notch based on class attendance and participation.

Grading Concerns:

It is the responsibility of each student to submit work that is on time, original, complete, and done with the best of his or her ability. It is the responsibility of the instructor to evaluate your work with fairness and honesty, and to provide you with constructive and timely feedback to assist you in your development as a student. If you feel that I have failed in my responsibilities to you, within 48 hours of receiving graded materials, you should:

- 1) Submit in writing, via e-mail, an explanation of your disagreement with the grade you have received, and a proposal for the grade that you believe you deserve.
- 2) Schedule an appointment with me. When we meet, you should bring a copy of the graded material and your written submission. I will re-grade the project: grades may move up or down.

Additional Policies:

Attendance & Participation:

Much of the work of this class will be done in the class. Attendance and participation are expected and essential. As members of a classroom community, we are all responsible for our own and each other's learning. In order to fulfill your responsibility to yourself and your fellow classmates, you are expected to come to class on time, fully prepared, and ready for discussion. Attendance will be taken at each class and may impact final grades.

Laptop Policy:

Students may not have out their laptops during classroom instruction or discussions. You should bring your laptops to class because some classroom activities and exercises will require them, however, you should keep them put away until the professor instructs otherwise. If you have questions about this policy or the research that supports it, please see: Barbash, F. (2014). Why students using laptops learn less in class even when they really are taking notes. Washington Post, April 28.

Academic Honesty:

For this course, you are bound by the terms of the Vanderbilt University Honor Code. Any breach of academic honesty, including cheating, plagiarism, or failing to report a known or suspected violation of the Code will be reported to the Honor Council. In particular, creative work including papers and presentations must assign credit to the sources you use. Material borrowed from another--quotations, paraphrases, key words, or ideas-- must be credited following appropriate citation procedures (footnotes and bibliography). Individual assignments should be your own work; group assignments should be the work of the group.

It is permissible, and, in fact, encouraged for you to discuss the material covered in class and in

the readings with one another. It is also permissible for you to critique one another's written assignments before turning them in for grading. However, any written work that you turn in is expected to be your own. It is not permissible to copy from another person's paper or quiz, nor to turn in as your own a paper or quiz answer that has been largely written by someone else. As fair warning, I will be using "TurnItIn" to screen papers before I grade them. This is a program that will identify stretches of text that match, verbatim, known sources, as well as papers previously submitted for credit in this class.

An important exception is the briefing book, which can build on and incorporate earlier papers by members of the group. The earlier papers are intended to build to the briefing book.

If you have any doubts about how the Honor Code applies to your work in this class, please ask me-- not another student -- for clarification. Uncertainty about application of the Honor Code does not excuse a violation.

Students Needing Course Accommodations:

Vanderbilt University is committed to providing reasonable accommodations for all persons with disabilities that may affect your ability to complete course assignments or otherwise satisfy course requirements. Students who need reasonable accommodations for disabilities should contact Student Access Services at 615-322-4705. I am very happy to work with you to honor any accommodations for which you have been officially approved. However, for me to do so, you will need to share with me our official notification of the accommodations you have received through Student Access Services. If you have a disability for which you may request accommodation in Vanderbilt University classes and have not contacted them, please do so as soon as possible. You are also encouraged to see me privately about your needs, ideally no later than the second week of the semester, so that I can ensure that your needs are met appropriately and in a timely manner.

Students Needing Schedule Accommodations:

If you need a schedule accommodation due to a religious holiday, please note this on the information card filled out in the first class. If a later need arises, please let both me and (if it affects group work) the other members of your group know as soon as possible.

Mandatory Reporter Obligations

All University faculty and administrators are mandatory reports. What this means is that all Faculty, including me, must report allegations of sexual misconduct and intimate partner violence to the Title IX Coordinator. In addition, all faculty are obligated to report any allegations of discrimination to the Title IX Coordinator. I am very willing to discuss with you such incidents should you so desire, but I can only do so in the context of us both understanding my reporting obligations. If you want to talk with someone in confidence, officials in the Student Health Center, the University Counseling Center, and officials in the Office of the Chaplain and Religious Life (when acting as clergy) can all maintain confidentiality. In addition, officials in the Project Safe Center (Crisis Hotline: 615-322-7233) have limited confidentiality, in that they have to report the incidents they are told of, but can do so without providing identifying information about the victim(s).

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity

that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. I call on you to be respectful of your fellow students and encourage you to let me know how to improve the effectiveness of the course for you personally or for other students or student groups.

Policies adapted from other HOD faculty and from: <https://education.uiowa.edu/coe-policies/syllabus-checklist>)

Course Calendar and Readings

<p>Week 1 1/7/20 & 1/9/20</p>	<p><i>Introduction to Philanthropy and Problem Identification</i> READING:</p> <ul style="list-style-type: none"> • Metro Social Services (2018) 2018 Community Needs Evaluation. https://www.nashville.gov/Portals/0/SiteContent/SocialServices/docs/cne/CNE-2018.pdf • Davidson County Community Health Needs Assessment 2018 https://healthcare.ascension.org/-/media/Healthcare/Compliance-Documents/Tennessee/2019-St-Thomas-West-Midtown-HSS-CHNA-Report.pdf <p>ASSIGNMENT 1 (DUE 1/9): Certification of pre-course survey and initial grant letter</p>
<p>Week 2 1/14/20 & 1/16/20</p>	<p><i>Strategic Giving and Problem Analysis</i> READING:</p> <ul style="list-style-type: none"> • Frumkin, Ch.1-2 (pp. 1-50). • Brest & Harvey, Ch. 1-2 (pp. 5-47). • O'Connor, A. (2001). <i>Poverty knowledge: Social science, social policy, and the poor in Twentieth-Century US history</i>. Princeton: Princeton University Press. (Introduction). http://press.princeton.edu/Ch.s/s7077.pdf • Reich, R. (2005, Winter). A failure of philanthropy. American charity shortchanges the poor, and public policy is partly to blame. <i>Stanford Social Innovation Review</i>. https://ssir.org/articles/entry/a_failure_of_philanthropy <p>Reading Quiz 1</p>
<p>Week 3 1/21/20 & 1/23/20</p>	<p><i>Approaches to Philanthropy</i> READING:</p> <ul style="list-style-type: none"> • Carnegie, A. (1900). <i>The gospel of wealth and other timely essays</i>. New York Century Co. pp 1-43. In the public domain: https://www.swarthmore.edu/SocSci/rbannis1/AIH19th/Carnegie.html • Parker, F. (1994). The creation of the Peabody Education Fund. <i>Peabody Journal of Education</i> 70 (1) 149-156. • Singer, P. (2013, August 10). Good charity, bad charity. <i>The New York Times</i>. http://www.nytimes.com/2013/08/11/opinion/sunday/good-charity-bad-charity.html?pagewanted=all • Burton, D O. & Barnes, B.C.B (2017, Jan 3.) Shifting philanthropy from charity to

	<p>justice. Stanford Social Innovation Review. https://ssir.org/articles/entry/shifting_philanthropy_from_charity_to_justice</p> <ul style="list-style-type: none"> • Gates, B. (2007). Remarks at Harvard Commencement, 2007. http://news.harvard.edu/gazette/story/2007/06/remarks-of-bill-gates-harvard-commencement-2007 • Kolbert, E. (2018). Gospels of giving for the new gilded age. Shaking the Foundations. The New Yorker, August 27, 2018. https://www.newyorker.com/magazine/2018/08/27/gospels-of-giving-for-the-new-gilded-age • Soskis (2017, June 30) What if philanthropy isn't the best way for rich people to help others? The Washington Post. https://www.washingtonpost.com/outlook/what-if-philanthropy-isnt-the-best-way-for-rich-people-to-help-others/2017/06/30/88afcb6e-5d15-11e7-9fc6-c7ef4bc58d13_story.html?utm_term=.054146e13ded <p>Reading Quiz 2</p> <p>ASSIGNMENT 2 (DUE 1/23): Problem Pitch. Be prepared to convince your group.</p>
<p>Week 4 1/28/20 & 1/30/20</p>	<p><i>Theories of Change & Logic Models</i> READING:</p> <ul style="list-style-type: none"> • Frumkin Ch.3 Logic Models: Theories of Change, Leverage, and Scale (pp. 51 – 76) • Brest & Harvey Ch. 3 Developing Solutions (pp. 48-60) • Brest & Harvey Ch. 4 From Theory to Action (pp. 61-75) • Rappaport, J. (1977). <i>Community psychology: Values, research, action</i>. New York: Holt, Rinehart & Winston, pp. 160-166. (Strategies and tactics of social intervention) • Seidman, E. (1983). Unexamined premises of social problem solving. In E. Seidman (Ed.) <i>Handbook of social intervention</i> (pp. 48-67). Beverly Hills: Sage Publications. • W. K. Kellogg Foundation (2004). Logic Model Development Guide. Ch. 1: Introduction to Logic Models. (pp. 1-14). https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf <p>Reading Quiz 3</p>
<p>Week 5 2/4/20 & 2/6/20</p>	<p><i>Shaping Our Impact: Giving Styles, Big/Small Cube, Additional Approaches</i> READING:</p> <ul style="list-style-type: none"> • Frumkin, Ch. 4 Giving Styles (pp. 77-103) • Frumkin, Ch. 5 Time Frames (pp. 77-127) • Brest & Harvey Ch. 7 Preparing to Open for Business (pp.115-128) • Brest & Harvey Ch. 13 Promoting Knowledge (pp. 215-238) • Brest & Harvey Ch. 14 Improving Individual Lives (pp. 239-261) <p>Reading Quiz 4</p>
<p>Week 6 2/11/20 & 2/13/20</p>	<p><i>Influence and Impact</i> READING:</p> <ul style="list-style-type: none"> • Brest & Harvey Ch. 15 (pp. 262-290) Influencing Policy Makers and Businesses

	<ul style="list-style-type: none"> Christens, B.D., Hanlin, C.E., & Speer, P.W. (2007). Getting the social organism thinking: Strategy for systems change. <i>American Journal of Community Psychology</i>, 39 (3-4), 229-238. Singer, P. (2006, December 17) What should a billionaire give – and what should you? <i>The New York Times</i>. https://www.nytimes.com/2006/12/17/magazine/what-should-a-billionaire-give-and-what-should-you-859664.html <p>Reading Quiz 5</p> <p>ASSIGNMENT 3 (DUE 2/13): Alternative approaches paper</p>
Week 7 2/18/20 & 2/20/20	<p><i>Operating as a Foundation</i></p> <p>READING:</p> <ul style="list-style-type: none"> Brest & Harvey Ch. 8 Inviting Proposals & Conducting Due Diligence (129-147) Brest & Harvey Ch. 9 Forms of Philanthropic Engagement & Funding (148-163) Brest & Harvey Ch. 10 Impact Investing and Mission Investments (164-187) All assignment 3 Alternative Approaches papers from your group. <p>Reading Quiz 6</p>
Week 8: 2/25/20 & 2/27/20	<p><i>Evaluation Overview</i></p> <p>READING:</p> <ul style="list-style-type: none"> Brest & Harvey Ch. 5 Evaluating the Impact of your Philanthropy (pp. 76-91) Brest & Harvey Ch. 6 Using Outcome Data to Increase Your Impact (pp. 92-128) Frumkin excerpt: Functions and forms of evaluation (in Ch. 7, pp. 159-162). W. K. Kellogg Foundation (2004). <i>Logic Model Development Guide</i>. Ch. 4 Using your logic model to plan for evaluation. (pp. 35-48). https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf Fitzsimmons, K. (2015, March 16). Getting the most out of evaluation. <i>Non-Profit Quarterly</i> https://nonprofitquarterly.org/2015/03/16/getting-the-most-out-of-evaluation/ <p>ASSIGNMENT 4 (DUE 2/25): Prepare for visits to organizational finalists</p> <p>Reading Quiz 7</p>
2/29/20- 3/8/20	SPRING BREAK – NO CLASSES
Week 9 3/10/20 & 3/12/20	<p><i>Critical Perspectives on Philanthropy</i></p> <p>READING:</p> <ul style="list-style-type: none"> Barkan, J. (2013, Fall). Plutocrats at work: How big philanthropy undermines democracy. <i>Dissent</i>. https://www.dissentmagazine.org/article/plutocrats-at-work-how-big-philanthropy-undermines-democracy Knight, B. & Ruesga, A. (2013, June 11). The view from the heights of Arnstein’s Ladder: Resident engagement by community foundations. <i>National Civic League</i>. http://postcards.typepad.com/white_telephone/2013/06/the-view.html

	<ul style="list-style-type: none"> Leah, R. (2019, March 26). Dirty money and museums: Refusing Sackler family donations is just the beginning. Salon. https://www.salon.com/2019/03/26/dirty-money-and-museums-refusing-sackler-family-donations-is-just-the-beginning/ Reich, R. (2013, Mar. 1). What are foundations for? The Boston Review. http://bostonreview.net/forum/foundations-philanthropy-democracy Schambra, W. (2013). Escaping philanthropy's house of mirrors: Foundations and engagement. Nonprofit Quarterly. https://nonprofitquarterly.org/2013/11/04/escaping-philanthropy-s-house-of-mirrors-foundations-and-engagement/ <p>Reading Quiz 8</p>
Week 10 3/17/20 & 3/19/20	<p><i>Operating as a Foundation</i></p> <p>READING:</p> <ul style="list-style-type: none"> Brest & Harvey Ch. 11 Working with Others in the Field (pp. 188-209) Brest & Harvey Ch. 12 Principles and Practices of Effective Philanthropy (210-218) Frumkin Ch. 6 Institutions and Vehicles (pp. 129-156) <p>Reading Quiz 9</p>
Week 11 3/24/20 & 3/26/20	<p><i>Strategic Giving, Responsibility and the Future</i></p> <p>READING:</p> <ul style="list-style-type: none"> Frumkin Ch. 7 Toward Strategic Giving (pp. 157-171) Brest & Harvey Ch.16 Structures of Philanthropy (pp. 293-303) Brest & Harvey Ch. 17 Principal and Principle (pp. 304-314) Brest & Harvey Afterword: The Responsibilities of Strategic Philanthropy (315-317) <p>Reading Quiz 10</p>
Week 12 3/31/20 & 4/2/20	ASSIGNMENT 6 (DUE 4/2): Briefing Book
Week 13 4/7/20 & 4/9/20	<p>READING:</p> <ul style="list-style-type: none"> Briefing books from other groups <p>ASSIGNMENT 7 (DUE 4/7 or 4/9): Group Presentations to Class (Groups will be assigned to present either Tuesday or Thursday)</p>
Week 14 4/14/20 & 4/26/20	<p>ASSIGNMENT 8 (DUE 4/14): Pros, Cons, and Questions</p> <p>ASSIGNMENT 9 (DUE 4/16): Certification: Post class-survey and Vanderbilt evaluation</p>
Finals Week	<p>ASSIGNMENT 10 (DUE 4/21): Evaluation Plan for Organization</p> <p>ASSIGNMENT 11 (DUE 4/21): Group Member Contribution Form</p>