

**University of California, Irvine**  
**Minor in Civic and Community Engagement**  
**University Studies 110: Philanthropy in the Community**  
**Spring 2020 Remote Course due to COVID-19**

**Meeting time:** This is an asynchronous class (recorded) with optional opportunities for synchronous ('Live') discussion. I will be hosting office hours during our class meeting time and I am open to hosting a zoom meeting to allow you to do break out groups to talk amongst yourselves. I am doing a pre-term survey to understand where students are located in terms of timezone and other constraints.

**Location/Medium:** Via Canvas (you will watch the video recorded via zoom or Yuja here); office hours and live sessions will be done using zoom. I will be using the module function in Canvas so you will open the module by week.

**Instructor Information:**

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*Please post general questions about the course (content questions, due date clarifications, etc.) via the general Q&A forum on our UCI Canvas course site so that all students can benefit from the answer. To reach me regarding questions that are personal in nature, please use the email listed above*

**Note on the syllabus:**

In general, but particularly given the global pandemic of COVID-19 - please consider this a living syllabus. We will discuss this syllabus in week 1 and I will be learning about where you are at and how we may need to adjust this syllabus. We will also revisit course expectations in light of the changing context weekly to make changes and adapt the course in a way that is supportive for everyone involved and implicated by this course.

Here are some **basic principles** that draw from Bayne's 2020 adjusted syllabus([Links to an external site.](#))

1. Nobody signed up for this. Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials

2. The humane option is the best option. We are going to prioritize supporting each other as humans. We are going to prioritize simple solutions that make sense for the most. We are going to prioritize sharing resources and communicating clearly
3. We cannot just do the same thing online. Some assignments are no longer possible. Some expectations are no longer reasonable. Some objectives are no longer valuable
4. We will foster intellectual nourishment, social connection, and personal accommodation. Accessible asynchronous content for diverse access, time zones, and contexts. Optional synchronous discussion to learn together and combat isolation
5. We will remain flexible and adjust to the situation. Nobody knows where this is going and what we'll need to adapt. Everybody needs support and understanding in this unprecedented moment

### **Given those principles of an adjusted syllabus**

#### **What will students do and learn in this course?**

In this course students will learn about the theory of philanthropy and the state of the field as well as actually act as professional philanthropist working at a foundation we create, currently called: UCI4OC; you will research and potentially meet local community based organization; and you will give mini-grants to local Orange County organizations (estimated \$5K). Drawing on the “Competencies for Justice Funders” developed by Justice Funders (see [here \(Links to an external site.\)](#)) during this course students will develop the following competencies:

Analytical – Leadership – Strategic – Technical – Adaptive – Relational

#### **What are the goals of this course?**

- Students will engage as reflective and critical practitioners of philanthropy;
- Students will experience the relationship between civic and community engagement and philanthropy;
- Students will understand the history and present state of philanthropy, and the current academic, practitioner, and popular conversations on the topic, and where the three intersect and conflict;
- Students will experiment with a vision for, see themselves in, and imagine the future of philanthropy.
- Students will do all this in relation to COVID-19 and the own experience and in solidarity with most vulnerable communities in Orange County.

#### **What are the reading expectations for this course?**

*Students are expected to read the assigned reading, reflect on the reading in terms of the work they are embarking on in the course, COVID-19, and their past experience and knowledge related to philanthropy (e.g. nonprofits, service, poverty, inequalities etc)*

- [Reich, Rob. Just giving: Why philanthropy is failing democracy and how it can do better. Princeton University Press, 2018. \(Links to an external site.\)](#)
  - [Available free online \(Links to an external site.\)](#) via UCI Library when logged in with UCI netID - use web VPN.
- Optional due to COVID-19: Villanueva, Edgar. "Decolonizing Wealth." The Grantmaking School (2018).
- Other readings as hyperlinked in the Syllabus.

### **Diversity, Inclusion, Equity, and Integrity Statement**

I am committed to supporting inclusion, diversity, and equity in the classroom. This is the first time I have moved this course online and am doing this only weeks before the quarter begins so I am looking to you to call out respectfully and constructively when things can be improved. I will do the same. Please feel free to reach out to me to provide any suggestions. To support inclusion, diversity, and equity I also am adamant about academic integrity and engaging in the classroom. There are many resources for this. If you are struggling, please reach out to the professor.

Here is the [guidance \(Links to an external site.\)](#) on Equity, Diversity and Inclusion in the time of COVID-19.

### **Netiquette**

"In an online course, the majority of our communication takes place in the course forums. However, when we have a need for communication that is private, whether personal, interpersonal, or professional, we will use individual email or telephone. Our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner." from Dr. Dana Ericson's Developing an Award-Winning Online Course. UC Irvine, Winter 2016.

### **What are the other course expectations and how will your grade be determined?**

\*PLEASE SAVE YOUR ASSIGNMENTS IN WORD AND WITH THE FOLLOWING NAMING PROTOCOL

US110\_20\_YOURLASTNAME\_NAME OF ASSIGNMENT\_DATE (MM.DD.YY)

**1. Reading Reflections** - The purpose of these are for you to document and summarize what you read, what you think about in terms of philanthropy, and then how we might apply what was read to helping us in our class work. I highly recommend you read the prompts before you read the chapters. The lectures will also provide some guidance. Given second book is optional this section was reduced in points from

original syllabus. Please leave the questions and respond to each prompt in complete sentences which can be bulleted. 1/2 page minimum - 2 page maximum. **20%**

Reflections 1 - 6: Reich readings assigned week 1 - 6 - possible total of 18 points (3 points each)

Reflection 7: Week 2: OC Community Indicators Report - 2 points

Reflection 8: Week 2: Equity Profile of Orange County - 2 points

\*allows students to miss one of the reading reflections.

## **2. Assignments related to Philanthropic Experience: 30%**

1. Issue memo - 5 points (Due Week 4). In this 1 page memo you will collectively work with your group members to describe the state of the particular issue you are focused on providing statistics as to who is impacted and why we should ultimately be concerned particularly in terms of the state of the issue in Orange County. The memo should include a subsection relating to COVID-19. (Individual Assignment - You are encouraged to share resources and collaborate in your issue pod)
2. Nonprofit Memo - 5 points (Due Week 5). In this 1 page memo, you can collaborate with your pod to write. You will describe 2 local Orange County Nonprofits: who they are, what they do, ... using the nonprofit research tools from Week 4. You should select at least one nonprofit from the list of previous partners on the UCI4OC home page on the collaboration tool. This is an Individual Assignment - You are encouraged to share resources and collaborate in your issue pod.
3. Draft Visual/Theory of Change/Logic Model - 5 points (Due Week 6). Students will use the Kellogg reading, class discussion, and the template provided by Professor to tailor UCI4OC's theory of change for their groups as if they were running their own pod within UCI4OC philanthropic organization focused on the collective issue of the groups focus (determined in week 3). (Individual Assignment - You are encouraged to share resources and collaborate in your issue pod)
4. Decision Making Criteria/Process - 5 points (Due Week 8). Students will decide on the decision making process for deciding how to fund the organization. We will discuss other types of grant giving scenarios. (Each student is expected to approve the process similar to approving the mission statement)
5. Reflection Memo on Site Visit Recordings with Nonprofit - 5 points (Due Week 9). This is a one page summary of your reflections on the video interviews with the nonprofits focused on your issue (total of 2 videos to watch) which will be posted week 6 and week 8 (estimated based on scheduling with nonprofits). (Individual Assignment - You are encouraged to share resources and collaborate in your issue pod)
6. Finalize Organizational Funding Agreement - 5 points (Due week 10). By this point, each pod will work with the professor to collectively write and finalize the funding agreement with the respective nonprofits. This will involve members of pods adding information in from the calls with the nonprofits into the RFP.

7. **OPTIONAL/EXTRA CREDIT: PPT/Recorded Pitch - 5 points extra credit (Due Finals Week).** To be discussed in Week 9 & 10. Each year two students from the class volunteer to be student ambassadors at the philanthropy lab conference. Students participate in a fully funded trip to Texas where other students from the 17 other participating classes across the country compete for more money for their respective nonprofits. This pitch is for you to practice your pitch for more money (\$25,000) for your nonprofit. Last year's students won! In your pitch, you will need to describe the problem (your issue memo), you will then describe the organization (your nonprofit memo and site visit reflection) and describe the impact they are having on the issue (your logic model). This can be between 3 - 5 minutes and be recorded, written script, or PPT with script in slides. Because of COVID-19 this assignment has been made extra credit so that only those that are interested in attending the Ambassador's conference will submit this for feedback from the professor in preparation for the conference.

**3. Participation and Attendance -** Everyone is expected to contribute what they can as a member of the class. This will be assessed in the following ways - **30%**

1. Attendance - Viewing the Class Recordings. 2 allowed misses. **10 points**
2. Contributing to class discussion/discussion board. There are no wrong answers. These are meant to emulate class discussion. So you may have more to say about one question, and other questions you may be building off of the answers of your peers. Each week's Discussion Board is work a total of 1 point. **10 points**
3. Watching at least 2 guest speaker videos and posting questions or comments before or after guest speakers - **5 points** (Guest speakers options include: (1) Christine Fontana (2) Panel from Philanthropy Lab Ambassadors conference (3) Ellen Chen, ENO brands and class supporter (4) Kathleen and Mark Santora, UCI Trustees (5) Bethany Harper, Philanthropy Lab)
4. One 1-1- meeting with Professor - **5 points.** Each student is required to do one office hour meeting with professor in person between Week 2 - Week 6. (15 minute slot). I will open up slots after I understand availability from pre-course survey.

**4. Philanthropy Lab Requirements. 20%**

1. Read and sign grant letter - 10 points (due Week 2)
2. Complete Philanthropy Lab Pre-term Survey (due Week 3) - 3 points
3. Write and Post Giving Goal - 10 points

\*Flexibility and accommodations will be made for students who are sick and caring for sick family members as well as other extenuating circumstances due to this public health crisis. In this situation, communication with your group and professor is critical.

**Other books of interest in the area, for your information:**

- The Revolution Will Not be Funded

- [The Givers \(Links to an external site.\)](#)
- Systems Thinking for Social Change
- Charity and Philanthropy for Dummies
- Zizek's First as Tragedy Then as Farce
- Winners Take All
- [Women and Philanthropy: Boldly Shaping a Better World \(Links to an external site.\)](#)
- [Strategic Giving: The Art and Science of Philanthropy \(Links to an external site.\)](#)
- Ethics of Giving.
- Three Guineas.
- The Alternative
- Others to be recommended based on your interests.

Below is a week by week schedule of the course:

Each week is a module on canvas which will open Monday mornings at 8am and will only become available when you complete the previous module.

<b>Course Schedule:</b>					
<b>Week</b>	<b>Week Theme</b>	<b>Reading Due</b>	<b>Assignment Due</b>	<b>In-Class Objective &amp; Activities</b>	<b>Guest Speaker</b>
<b>Week 1:</b> April 1 (Census Day!)	Welcome and Introduction: Philanthropy in the UCI and Orange County Community	Just Giving (book): Introduction <a href="#">The Philanthropy Primer. (Links to an external site.)</a>  Visit Justice Funders Website  Read the syllabus.	<a href="#">Just Giving Reading Reflection (Links to an external site.)</a> (min. 1 page - max 2 page)  <a href="#">Preterm Survey (Links to an external site.)</a>	Mini-Lecture 1 Recording: Introduction to course and philanthropy Review the Syllabus and Course Plan Philanthropy on Campus: Donor Tour (probably will not do this)  Mini-Lecture Lecture 2 Recording: The Philanthropic Experience <a href="#">Link (Links to an external site.)</a> <a href="#">RFP (Links to an external site.)</a> being sent out.	None
<b>Week 2:</b> April 8	History and Present of	1. Just Giving - Chapter	<a href="#">Just Giving Reading Reflection (Links to an external site.)</a>	Mini-Lecture 1: Recording Philanthropy in Theory: Reich Reading	GUEST SPEAKERS: Former Students of the course

	Philanthropy:	<p>1. <a href="#">OC Community Indicators Report (Links to an external site.)</a></p> <p>1. <a href="#">Equity Profile of Orange County (Links to an external site.)</a></p>	<p><a href="#">site.)</a> (min. 1 page - max 2 page)</p> <p><a href="#">Reflection on Readings 2 &amp; 3 (Links to an external site.)</a></p>	<p>History of Philanthropy: Reich and <a href="#">US Timeline (Links to an external site.)</a>, Justice Funders</p> <p>Mini-Lecture 2 Recording: Philanthropy in Practice</p> <ul style="list-style-type: none"> <li>- E-Sign Grant Letter</li> <li>- What happened in past years in the class? Videos from previous students. What will we do this year</li> <li>- Readings 2 &amp; 3</li> <li>- Discuss OC areas of improvement and COVID.</li> <li>- Poll students on their top 3 issues from Reports read.</li> </ul>	<p>Video File to be added to Modules</p> <p>1. Sammy Fejleh 2018, Evaluation Lead and Laura's House</p>
<b>Week 3:</b> April 15	<p>Creating Philanthropy Oriented for Social Justice: The Limits of the Master's Tools</p> <p>Creating Your Issue Pods</p>	<p>Just Giving - Chapter 2: Philanthropy and Its Uneasy Relation to Equality</p> <p><a href="#">WK Kellogg Foundation Logic Model Development Guide (Links to an</a></p>	<p><a href="#">Just Giving Reading Reflection (Links to an external site.)</a> (min. 1 page - max 2 page)</p>	<p>Mini-Lecture 1 Recording: Philanthropy in Theory: The relationship between Philanthropy and Democracy, Liberty, and Equality</p> <p>Mini-Lecture 2: Recording Philanthropy in Practice</p> <ul style="list-style-type: none"> <li>- Pods are formed for the Quarter and given access to Canvas Group for students</li> </ul>	<p>(1) 1-1s with Professor.</p> <p>(2) Guest Speakers: *note UCI Alumni on the Panel! Zot! Zot!</p> <p><a href="#">Philanthropy Professionals Panel (Links to an external site.)</a></p> <p>(3) Recording or Join Live Tuesday at 1pm: Christine Fontana, Edwards Life</p>

		<a href="#">external site.</a> ), pp. 1-14 (C).		working on the same Issue - Discuss Kellogg Reading - Logic Model - Week 3: Discussion Board (Logic Model Game) - Co-Create a Logic Model for UCI4OC and tailor for each group upload 1 per group to your Canvas Group (template provided).	Sciences, Social Corporate Responsibility.
<b>Week 4:</b> April 22		Just Giving - Chapter 3: A Political Theory of Philanthropy  <a href="#">Read Justice Funders Choir Book (Links to an external site.)</a>	<a href="#">Just Giving Reading Reflection (Links to an external site.)</a> (min. 1 page - max 2 page). Upload to Canvas.  1 page memo on the state of the issue that is the focus on your Group.	Mini-Lecture 1 Recording: Philanthropy in Theory: A Political Theory of Philanthropy  Mini-Lecture 2 Recording: Philanthropy in Practice <a href="#">Bridgespan Group, "How to Research a Nonprofit—Moderate Approach." (Links to an external site.)</a> Discussion Board Week 4 Nonprofit Memo: Using the Bridgespan Reading do 1 page single-spaced memo per group of 2 nonprofits that focus on the issue of your Pod including at least one recommended by Professor.	Potential Zooms Calls with local nonprofits interested in RFP

<p><b>Week 5:</b> April 29</p>		<p>Just Giving - Chapter 4: Repugnant to the Whole Idea of Democratic Society?: On the Role of Foundations</p>	<p><a href="#">Just Giving Reading Reflection (Links to an external site.)</a> (min. 1 page - max 2 page).</p> <p>Upload to Canvas. NonProfit Memo</p>	<p>Mini-Lecture 1: Recording Philanthropy in Theory: On the Role of Foundations</p> <p>Mini-Lecture 2 Recording: Philanthropy in Practice: Interviews with your assigned nonprofits Write and Post- Giving Goals on Philanthropy Lab Website.</p>	<p>Guest Lecture: Ellen Chen, ENO Brands 1 - 2pm Topic: Ellen Chen, ENO &amp; Victoria Bredow_Philanthropy in the Community Guest Speaker Time: Apr 29, 2020 01:00 PM Pacific Time (US and Canada)</p> <p>Potential Zooms Calls with local nonprofits interested in RFP</p>
<p><b>Week 6:</b> May 6</p>		<p>Just Giving - Chapter 5: Philanthropy in Time: Future Generations and intergenerational Justice &amp; Conclusion</p> <p>Optional: <a href="#">Berman (2019) As Distrust in Big Philanthropy Grows. Here's How</a></p>	<p><a href="#">Just Giving Reading Reflection (Links to an external site.)</a> (min. 1 page - max 2 page)</p> <p>Watch Video Interviews with your nonprofit organization.</p> <p>Draft Visual/Theory of Change/Logic Model</p>	<p>Mini-Lecture 1 Recording: Philanthropy in Theory: What do we take away from Reich's Book <a href="#">Malcolm Gladwell Pod-cast. (Links to an external site.)</a></p> <p>Mini-Lecture 2 Recording: Philanthropy in Practice Debrief meetings with nonprofits. What questions do you have for them next time regarding their organization in lieu of site visit post by Monday May 11.</p>	<p>Potential Zooms Calls with local nonprofits interested in RFP</p>

		<a href="#">Leading Foundations Are Demonstrating Their Value (Links to an external site.)</a>			
<b>Week 7:</b> May 13			<p>Watch Video Interviews with your nonprofit organization</p> <p>Watch Guest Lecture Recordings</p>	<p>Mini-Lecture 1 Recording: Philanthropy in Theory: Introduction to Anti-colonial Theories of Philanthropy Reading Discussion</p> <p>Mini-Lecture 2 Recording: Philanthropy in Practice: <a href="#">THEME: Due Diligence and Decisionmaking (Links to an external site.)</a> The Bridgespan Group/GiveSmart, “Donor Decision Tool.” (C) <a href="https://www.bridgespan.org/insights/library/philanthropy/nonprofit-due-diligence-donor-decision-tool">https://www.bridgespan.org/insights/library/philanthropy/nonprofit-due-diligence-donor-decision-tool</a> (Links to an external site.) MindTools, “Decision Matrix Analysis.” <a href="https://www.mindtools.com/pages/article/newTED_03.htm">https://www.mindtools.com/pages/article/newTED_03.htm</a> (Links to an external site.)</p>	<p>Guest Lecture: Kathleen Santora UCI Trustees 1 - 2 pm</p>

				Co-Create Decision Making tool/Process that you will vote on.	
<b>Week 8:</b> May 20			Students decide on decision making process.  Watch Interviews with Nonprofit Watch Guest Lecture Recording	Mini-Lecture 1 Recording: Philanthropy in Theory: Anti-colonial analysis of the problems of philanthropy Reading Discussion  Mini-Lecture 2 Recording: Philanthropy in Practice Internal Decision Making Process Discussion Co-create define decision making process.	Guest Lecture with Philanthropy Lab Representative: Bethany Harper 1 - 2 pm
<b>Week 9:</b> May 27		Decolonizing Wealth Part II. Steps to Decolonizing Philanthropy (Podcast to be posted).	Nonprofit Zoom calls/"Visit" Reflection	Mini-Lecture 2 Recording: Philanthropy in Theory: Anti-colonial analysis of the solutions for philanthropy Discuss Decolonizing Wealth Part II.  Mini-Lecture 2 Recording: Philanthropy in Practice Reflect on the Finalized RFPs and grant amounts. Decisionmaking process.	Final Calls with Nonprofits
<b>Week 10:</b>	Presentations			Class Synthesis	

June 3	and analysis discussion. Donations!	Prep for presentations	Decisions are made  Final Funding agreements.  Draft PPT Presentation or audio pitch/written script OK.	Review funding decisions and agreements  Mini-Lecture 2 Recording: Philanthropy in Practice  Making your Pitch for the Philanthropy Lab  Prepping for Checkgiving Ceremony	
<b>Finals Week:</b> Wednesday June 10, 1:30 - 3:30	Checkgiving Ceremony		FINAL PITCH PPT Presentation or audio pitch/written script OK.	For one hour during this class I would like to do a live class and hope that the chancellor will join.  In this culminating event that the nonprofits will also be invited to, one student from each group will tell the story of their group and the giving process throughout the quarter. Nonprofits will also be asked to talk about the work they are doing and the story of the grant process.	