Spring 2022 • M & W 2:30-3:45 PM ET • Room 338

OAM 499R/599R **[DRAFT 1.5.22]**

Philanthropy Lab

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Note that class sessions per Emory policy will be conducted virtually via Zoom during the month of January 2022. The class will transition back to in-person learning on January 31, 2022, should conditions permit.

Course Description and Objectives

According to Bloomberg, Atlanta had the highest level of income disparity among U.S. cities in 2018.[1] This experiential learning course will introduce students to the role of philanthropy, both individual and corporate, play in solving public problems, particularly with regard to income inequality in Atlanta. Topics covered in the course will include the history and theory of philanthropic giving in the U.S. as well as leading strategic and equitable philanthropic management approaches

We believe that Philanthropy is best learned by doing. During the course, students will form their own "mini-foundations" that will be challenged to identify and make grants totaling $50-$85K to Atlanta nonprofits, incubated by the Center for Civic Innovation, that are addressing inequity in innovative ways.

In this capacity, students will learn how to:

- Tackle issues of inequality both in the workplace (as stakeholder within organizations) and in the community (as civically engaged participants)
- Research, evaluate, and select nonprofits for investment; and,
- Establish effective partnerships and support community-driven change through skill-based volunteerism and advocacy.
- Approach problem solving through lens which leverages innovative possibilities informed by past experiences including failed efforts

About Philanthropy Lab

The course is taught in partnership with the Philanthropy Lab. Based in Fort Worth, Texas, the Philanthropy Lab aims to expand student interest and participation in philanthropy. Since 2011, the Lab and its partners have invested more than $12 million in 32 partner schools to facilitate experiential courses on philanthropy.

[1] Foster, Sarah and Wei Lu. 2018. "Atlanta Ranks Worst in Income Inequality in the U.S." *Bloomberg*, October 10. See also Berube, Alan. 2018. "City and metropolitan income inequality data reveals ups and downs through 2016." Brookings Institution.

In addition to the donations, students are also invited to develop and post their own giving pledges to be posted on The Philanthropy Lab's website and evaluate prior gifts two years later. Alumni of each class are also invited to participate in an annual Ambassadors Conference. Learn more at thephilanthropylab.org/.

Instructors

Brian Goebel, Managing Director, Goizueta Business & Society Institute
Brian oversees the Goizueta Business & Society Institute's collection of innovative programs and student activities that boost neighborhood vitality in Atlanta through microbusiness development, strengthen coffee grower communities in Latin America through women's empowerment, and develop the next generation of principled social enterprise leaders through experiential learning. He has extensive experience in the nonprofit sector including addressing homelessness at United Way of Greater Atlanta and co-founding a volunteer-led 501(c)3 organization to aid citizens impacted by disaster. Brian currently serves on the board of nonprofit social enterprise First Step Staffing and the City of Atlanta's Small Business Advisory Council.

He has a Master of Business Administration (MBA) from Emory's Goizueta Business School and a Bachelors of Arts degree in sociology from the University of Michigan. Brian worked in the private sector as a management consultant with Deloitte Consulting LLP before returning to Emory in 2015 to lead the Social Enterprise Center (now Goizueta Business & Society Institute). While at Deloitte, Brian worked on a number of pro bono social impact projects in addition to serving Fortune 500 and Federal government clients.

Tené Traylor, Atlanta Fund Advisor, Kendeda Foundation
Tené oversees the Kendeda Fund's Atlanta portfolio, focusing on equitable access to high-quality K12 education and economic opportunity (emphasis on long-term affordability, community wealth building, and accessible quality transit) for historically marginalized populations and Black and brown people in metro Atlanta. She also manages a national portfolio dedicated to restoring and reclaiming dignity to work for people living with a current or old criminal conviction. Her career in the nonprofit and philanthropic sector spans 20 years. Before Kendeda, Tené worked at The Community Foundation for Greater Atlanta, United Way, and The Zeist Foundation. She has experience in community development, neighborhood transformation, HIV/AIDS, interfaith relations, affordable housing, education justice/reform, criminal justice, and economic justice/community wealth building.

Tené has a Master of Public Administration (MPA) with a concentration in public policy and nonprofit administration from the University of Georgia and a Bachelor of Arts degree in political science from Georgia State University. She is on the board of The Center for Community Progress, Georgia Grantmakers Association, and the co-founder and current board chair for the Atlanta Wealth Building Initiative.

Course Materials

We will consume a mix of academic articles, book chapters, podcasts, videos and popular press pieces to develop a well-rounded but critical understanding of the intersection of philanthropy and inequity. *All readings, videos, and podcasts must be completed prior to coming to class.*

All readings are available online via links in the syllabus or Course Reserves. You will be responsible for everything in the readings, even if we don't discuss everything in class. Additionally, we will learn from professionals in the field who will be joining us throughout the semester as guest lecturers and / or panelists.

Course Grant Funding Pool

In support of experiential learning, Emory and the National Philanthropy Lab will contribute funds as follows to the 2022 course. .

- **Guaranteed Funds ($50,000)**: Emory annual investment contribution ($25,000), Philanthropy Lab Match: ($1,000 per enrolled student; max of $25,000).
- **Incentive and Bonus Funds (Up to $35,000):** Student Giving Goal Incentive ($1,000 per enrolled student, max of $25,000); Philanthropy Lab Emory President Visit Bonus ($500 per enrolled student, max of $10,000).

Note that incentive and bonus funding is contingent upon actions of enrolled students and participation of Emory President Greg Fenves in class giving ceremony at end of the semester.

Per funding requirements, each student will be asked to complete a survey at beginning and end of class from National Philanthropy Lab. Additionally, students will be required to review, initial and return course participant agreement at the beginning of course. More instructions will be provided on giving goal submissions and other incentives in class.

Assignments

Assignments for this course include classroom participation, four short written assignments, and one team project. There are no exams in this class.

Type	Component	Points	%	Due Date
Individual	Participation	40	20%	N/A
Individual	$10 Challenge I: Personal Philanthropic Profile	20	10%	1/31/22
Individual	Position Papers (Pick 2 of 4 Options)	40	20%	Various
Individual	$10 Challenge II: Letter to Future You	20	10%	4/18/22
Team	Charter	10	5%	2/7/22
Team	Giving Philosophy	20	10%	2/16/22
Team	Grant Recommendations Report & Presentation	20	10%	Draft: 3/30/22 Final: 4/4/22
Team	Funding Briefing Book	30	15%	Draft: 4/18/22 Final: 4/25/22
		200	100%	

<u>Individual Components</u>

Participation (40 points or 20%)

Learning is a social process, and thus it is important for your education and the education of your fellow classmates that you come to class ready to think and engage. *Attendance alone does not count as active participation.* Students will be expected to participate in each session in a thoughtful, productive, and engaging

manner by raising thought-provoking questions, listening attentively, sharing your own examples and experiences, participating in online polls if applicable, and generally making the classroom a vibrant, civil, and interesting place to be for 75 minutes whether online or in person. Class participation will also incorporate feedback from team peer evaluation survey which will take place at the end of the semester.

Some of us are more introverted than others; if this includes you, please do not hesitate to make an appointment with the instructors within the first few weeks of class to discuss other strategies for participation.

$10 Challenge I: Personal Philanthropic Profile (20 Points or 10%) – Due 1/31/22
We will send $10 to everyone enrolled in class the day after drop / add via Venmo. You will be asked to use the $10 to make whatever impact you wish. Reflecting on your $10 experience, you will be asked to write your own philanthropic profile. What causes do you currently support, if any, and why? What philanthropic goals, such as volunteering, advocating, donating, or serving on a board, have you set for yourself? What proposed giving goal do you have for yourself to post on Philanthropy Lab website? Your 1,000 word reflection and profile should be uploaded to Canvas before class on the due date.

Two Position Papers (40 points or 20%) Due Dates Vary See Below
You will be asked to write two short position papers over the course of the semester. The purpose of each paper is for you to reflect on the course material (article, podcast, or film/video) and take a stand on a current philanthropic debate. Each 1,500 word paper should be uploaded to Canvas before class on the due date.

More details on each paper will be given at least two weeks prior to their due date. You may choose from the following options:

- Position paper 1 – Due 1/26/22 (Future of Philanthropy)
- Position paper 2 – Due 2/9/22 (Inequity in Atlanta)
- Position paper 3 – Due 2/23/22 (Effective Collaboration)
- Position paper 4 - Due 3/14/22 (Reinvigorating Democracy)

$10 Challenge II: Letter to Future You (20 points or 10%) – Due 4/18/22
At the end of the course, we would like each student to reflect on what they learned and write themselves a letter to remind their future self of key lessons they learned along with any key commitments / goals that they have for themselves. Your letter should contain 1,000 words and should identify a specific philanthropist that you would like to emulate and at least three specific advice statements for your future self along with any giving goals that you want to remind yourself to remain committed. More details will be given later in the semester. Your 1,000 word letter should be uploaded to Canvas before class on the due date.

Team Components
The philanthropic investments in the class will be made through teams which will act as its own mini -foundation and will have allocated pool of funds available (final amount to be confirmed based on final student enrollment count at drop / add) to invest in registered 501(c)3 organizations from the Center for Civic Innovation network.

Any additional bonus money earned from Philanthropy Lab incentives will be allocated through a class discussion near the end of the semester. Teams will be assigned based on student type (undergraduate or graduate) and impact interest area preferences which will be collective through short survey

Each mini-foundation team will be assigned one of the course instructors as a grant making coach. Roles on each team include:

- **Finalist Interview Process Rep (1 Student)** – Responsible for serving as contact for outreach and coordinating logistics associated with interviews of finalist grantees. Interviews will be conducted during and outside of class March 21-28.
- **Investment Committee Rep (1 Student)** – Each team will nominate one member to serve on the community investment committee, which will finalize each community's grant recipients and amounts along with representing their team at class bonus fund discussion at end of semester.

- **Evaluation Rep (2 Students)** – Reps will serve as evaluation leaders for their team which includes committing to following up on grants with organizations over the next 2 years.

Team Charter (10 points or 5%) – Due 2/7/22
Leveraging the template provided on Canvas, each student team will complete a team charter that documents the strengths and skills of each team member (assets) along with rules and structure that will govern and inform the way you work, how you communicate, resolve differences, and make decisions. Please leverage template on Canvas.

Team Giving Philosophy (20 points or 10%) – Due 2/16/22
Matching the practices of successful foundations, each student team will prepare and present to the class a statement document that outlines their mission, values, priority focus areas, broad theory of change, along with any other qualification priorities related to potential grantees. Please leverage template on Canvas.

Grant Recommendations Report & Presentation (20 points or 10%) – Due 3/30/22 (Draft), 4/4/22 (Final)
Working closely with your assigned course instructor, you will plan, execute, and summarize key learnings from your grant identification process. Each team will complete a summary and present to class. Summaries will include more details on your team's giving philosophy, priority impact focus area, top 5 organizations considered along with final funding recommendations (who, why, and how much). Please leverage template on Canvas. Each team will be assessed on quality of content in slides along with presentation delivery.

Funding Briefing Book (30 points or 15%) – Due 4/18/22 (Draft) and 4/25/22 (Final)
Building on all of the previous team assignments completed earlier in the semester, each team will assemble a briefing book which summarizes their giving philosophy, nominated grantee candidates, funding decision rationale / rating, recommended funding amounts, and, if applicable, funding restrictions. The briefing document should be a professional summary of all related work, including any charts and photographs, that can be archived and shown to future classes. See samples from last year's course on Canvas.

Evaluation

Grades for this course are based on the scheme outlined above. The grades for this class will have an *anticipated* distribution according to the suggested guidelines of the BBA or MBA program office. Contact the instructors if you have concerns about your grade as the semester progresses. *However, under no circumstance will grades be discussed after the final class.*

BBA Grading Scale	
Grade	**Points**
A	186-200
A-	180-185
B+	174-179
B	165-173
B-	160-164
C+ or below	159 and below

MBA Grading Scale	
Grade	**Descriptive Definition**
DS	An honors grade recognizing work of exceptional quality.
HP	Work of a very good quality as evidenced by a solid mastery of all course concepts.
PS	Work of good quality as evidenced by a solid mastery of most course concepts and techniques.
LP	Work of below standard or marginally acceptable quality.
NC	Work of unacceptable quality.
-	-

Academic Dishonesty

Academic dishonesty will not be tolerated under any circumstance. This includes unintentional plagiarism of previously published material. All students are expected to follow the Goizueta Business School Honor Code.

Access, Disability Services, and Resources

Students may request additional time on quizzes and other accommodations by contacting the Office of Accessibility Services. Please notify the instructor during the first week of class if you would like such accommodations. Learn more at https://accessibility.emory.edu/students/.

For those students joining class online during the month of January from different time zones, please contact the instructors to discuss the best strategy for your participation in course and team meeting sessions.

Additional Course Policies

1. Follow all of Emory University's COVID19 guidelines to ensure a safe learning environment. See guidelines at https://www.emory.edu/forward/.
2. Complete and return required items from the National Philanthropy Lab office in a timely fashion.
3. Express your ideas and respect the ideas of others.
4. Show up to class on time and be ready to engage.
5. For online sessions, join with video enabled (if bandwidth allows) and limit distractions to ensure focus.
6. For in person sessions with guest speakers, please close laptops to ensure focus on special insights being shared.
7. Discuss all absences via e-mail with the professors beforehand at least 24 hours in advance. However, this does not guarantee the absence will be excused. Absences for "super days" and interviews are not considered excused.
8. Discuss grade concerns as they arise and *not* at the end of the semester. Specific concerns about assignments must be submitted in writing within 48 hours of receiving the grade.
9. Anyone who has difficulty securing course materials, housing, or food and believes this may affect their course performance is urged to contact Campus Life and, if comfortable, the instructors to navigate potential resources available. Learn more at http://success.emory.edu/.

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Course Schedule, Topics, Prep Items, and Homework Overview

The first half of the semester focuses on the role of philanthropic organizations in addressing public problems, your team's giving philosophy and theory of change, and the history and current state of inequity within Atlanta area communities. The second half of the semester dives deep into how philanthropic investments get made, including how to select and evaluate organizations. The semester also has plenty of "flex time" for teams to work on their mini-foundation's gifts and related grant making documentation. *Note: Items below are DRAFT and subject to change.*

Note that class sessions per Emory policy will be conducted virtually during the month of January 2022. The class will transition back to in-person learning on January 31, 2022, should conditions permit.

#	Date		Delivery Mode	Session	Topics	Items to Read / Steam	Individual HW	Team HW
1	**W**	**1/12**	Online	**Our Journey:** Introductions and Course Overview	Introduction to instructors and class peers; Syllabus / learning journey overview; why this course focuses on Inequity in Atlanta; Why philanthropy Matters; Commitments to each other; Key requirements and expectations from Philanthropy Lab	● Course Syllabus ● Philanthropy Lab National Foundation Agreement Letter ● Connecticut Council for Philanthropy, 2015. "Ambassador James A. Joseph: Sharpen The Saw."		
-	**M**	**1/17**	**NO CLASS**	**Martin Luther King Jr. Day Holiday**				
2	**W**	**1/19**	Online	**Philanthropy's Past:** Origins, Purpose, Successes, and Failures	Meaning / Definition; Historic Roots and Evolution in U.S.; Current U.S. Giving Landscape; Successes and failures of philanthropy	● Lynn, Elizabeth and Susan Wisely, 2006. "Four Traditions of Philanthropy." Center for Civic Reflection. ● Urban Institute. 2019. "The Nonprofit Sector in Brief 2019." ● Buchanan, Paul. 2019. *Giving Done Right*. Chapter 2. Access via course reserves. Optional: ● Stanford Graduate School of Business. 2004. "Philanthropy in America: An Historical and Strategic Overview." ● Zunz, Oliver. 2012. *Philanthropy in America*. Chapter 1. Access via course reserves.	Sign and Submit Agreement (via Docusign) Complete Pre-Course Surveys for National Lab and Local Course	

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#	Date		Delivery Mode	Session	Topics	Items to Read / Steam	Individual HW	Team HW
3	**M**	**1/24**	Online	**Philanthropy's Future I:** Challenges, Opportunities, and Innovations	Criticisms of philanthropy; "Old Gospel" vs. "New Gospel of Wealth"; What 2020 Taught Us; Innovations Driving philanthropy of Tomorrow	● Walker, Darren. 2015. "Why Giving Back Isn't Enough." The New York Times, December 17. ● Reich, Rob. 2005. "The Failure of Philanthropy." Stanford Social Innovation Review. ● Grant Writing and Funding (podcast), 2020: "Why Grants Should be Eliminated with Vu Le of Nonprofit AF." ● TED2020 (video), 2020. "Darren Walker: How to Disrupt Philanthropy in Response to Crisis."		
4	**W**	**1/26**	Online	**Philanthropy's Future II:** Challenges, Opportunities, and Innovations			Position Paper #1 Future of philanthropy	
5	**M**	**1/31**	In Person	**Defining Your Philanthropic Identity:** Personal values, goals, and commitments	Discuss role of personal interests, bias, and values in philanthropy; Strengths and challenges that personal interests bring about; Giving goals / commitments that are common among high income individuals; Debrief $10 challenge	● The Bridgespan Group. "Clarifying Your Aspirations." ● Freeman, Tyrone McKinley. 2020. *Madam C.J. Walker's Gospel of Giving*. Introduction. Access via course reserves. ● Herzog, Patricia Snell. 2019. "Why You Should Give Your Money Away Today." The New York Times. December 3.	$10 Challenge I Philanthropic Profile Write-Up	
6	**W**	**2/2**	In Person	**Inequity in the ATL:** Tale of two Atlanta's	What is inequity and why does it matter; What does inequity look like in Atlanta; What are the drivers of inequity; What are ways to eliminate inequity; How is Philanthropy historically been engaged in this issue	● Pendergrast, Mark. 2017. *City of the Verge*. Chapter 4. Access via course reserves. ● Annie E. Casey Foundation. 2019. "Changing the Odds: Promise and Progress in Atlanta." ● Stanford Center on Poverty and Inequality. 2011. "20 Facts About U.S. Inequality Everyone Should Know." ● Review Metro Equity Atlas Website		

#	Date		Delivery Mode	Session	Topics	Readings / Videos / Podcasts	Individual HW	Team HW
7	**M**	**2/7**	In Person	**Role of Philanthropy in Addressing Inequity :** From "Atlanta Way" to Brighter Day	The sector's historic approach to tackling inequity ("Atlanta Way"); What has worked, what has not; Promising new principles and approaches	• Smith, Nathaniel. 2020. "Atlanta Must Lead the Way in Advancing Racial Equity." Atlanta Magazine. June 5. • Dorsey, Cheryl, Peter Kim, Cora Daniel, Lyell Sakaue, and Britt Savage. 2020. "Overcoming the Racial Bias in Philanthropic Funding." Stanford Social Innovation Review. May 4. • National Committee for Responsive Philanthropy. 2018. "As the South Grows: Bearing Fruit."		Team Charter
8	**W**	**2/9**	In Person	**Team Giving Philosophy:** Grant Making Strategy Essentials	Setting strategy in advance to guide grant making; Key questions to explore and answer; Targets and goals to consider; Equity and other lenses to build in from start	• Southeastern Council of Foundations. 2017. "Philanthropy as the South's Passing Gear: Fulfilling the Promise." Chapter 2. • Grantcraft. 2007. "Grant Making with a Racial Equity Lens." • Fernandez, Leandra. 2016. "Empathy and Social Justice: The Power of Proximity in Improvement Science." Carnegie Commons Blog. April 21.	Position Paper #2: Inequity in Atlanta	
9	**M**	**2/14**	In Person	**Team Giving Philosophy Workshop:** Building Your Team's Strategy	Review Template and purpose; Outline key objectives and expectations for Philosophy document; Team workshop breakouts; Present philosophy from each team	• The Bridgespan Group. "How to Create Effective Philanthropy: Six Questions to Guide Donors." • Callahan, David. 2019. "Seven Mistakes That New Billionaire Philanthropists Make—and How MacKenzie Bezos Can Avoid Them." Inside Philanthropy. May 29.	Submit Giving Goal to Philanthropy Lab Website	
10	**W**	**2/16**	In Person	**Researching and Identifying Grantee Organizations:** Approaches and Tools	Common practices used to source giving opportunities; Publicly available tools and resources to aid research; Art and science of process; Pitfalls to avoid including bias; Value of networks and partners to source opportunities	• The Bridgespan Group. "How to Research a Nonprofit—Light-Touch Approach." • Buchanan, Paul. 2019. *Giving Done Right*. Chapter 5. Access via course reserves. • Chan, Nancy and Pamela Fischer. 2016. "Eliminating Implicit Bias in Grantmaking Practice." Stanford Social Innovation Review. December 1.		Team Giving Philosophy

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#	Date		Delivery Mode	Session	Topics	Readings / Videos / Podcasts	Individual HW	Team HW
11	**M**	**2/21**	In Person	**Evaluating Grant Investment Opportunities:** Defining Decision Making Criteria	Key decision making criteria to drive decisions; Understanding theory of change; What are good ways to fairly and equitably rate organizations you are considering; How should you right size your criteria for stage and scale of organizations you wish to support (not one size fits all); Restricted and unrestricted funding pros / cons.	● The Bridgespan Group. "Nonprofit Due Diligence: Donor Decision Tool." ● Starr, Kevin. 2011. "Just Give 'Em the Money: The Power and Pleasure of Unrestricted Funding." Stanford Social Innovation Review. August 3.		Begin grant application Review
12	**W**	**2/23**	In Person	**Leveraging Partnerships to Amplify Impact:** Meet Center for Civic Innovation (CCI)	What is CCI; How has CCI worked to develop new nonprofits with proximity to problems they are looking to solve; Why is CCI unique and why did we choose to partner with them; How is CCI and Civic Innovation Fellow Nonprofits tackling inequity in our city; In what ways can our grant funds make an impact	● TedX Peachtree (video), 2016. "Rohit Malhotra: Restoring Trust in Government." ● Malhotra, Rohit. 2020. "America's Most Unequal City Does Not Trust Black Women to Lead." Medium. September 7. ● Review CCI Fellows Program information.	Position Paper #3: Effective Collaboration	
13	**M**	**2/28**	In Person	**Evaluation and Measurement:** Defining What Success Looks Like	How do you evaluate and measure impact of grants / giving; What risks are you willing to accept; How is evaluation and measurement a partnership between grant maker and grantee; Best practices for setting goals and following-up	● TedXFargo (video), 2016. Philanthropy: A Whole Lot of Shift Needs to Happen ● Grantcraft. 2018. "Mapping Change: Using a Theory of Change to Guide Planning and Evaluation." ● Cook Jolle, Aditi Luminet. Lolita Castrique-Meir, and Abigail Ridgeway. 2020. "Big Sky Thinking: A Look at How the Headwaters Foundation Centered Trust in Their Evaluation and Learning Practices." FSG. July 9.		Team Finalist Interview Invite List

#	Date		Delivery Mode	Session	Topics	Readings / Videos / Podcasts	Individual HW	Team HW
14	**W**	**3/2**	In Person	**Careers in Philanthropy:** Leaders Panel	What does a changemaking career look like? Learn more changemakers that have made an impact through various roles in diverse industries.	● Silverman, Les and Lynn Taliento. 2006. "What Business Execs Don't Know – but Should – About Nonprofits." Stanford Social Innovation Review. Summer 2006. ● Lovegrove, Nick and Matthew Thomas. 2013. "Why the World Needs Tri-Sector Leaders." Harvard Business Review. February 13. ● Taylor, Jim. 2020. "The Value of Lived Experience." Boardsource Blog. August 4.		
-	**M**	**3/7**	**NO CLASS**	**SPRING BREAK**				
-	**W**	**3/9**	**NO CLASS**	**SPRING BREAK**				
15	**M**	**3/14**	In Person	**Philanthropy and Democracy:** Leaders Panel	What role can and should philanthropy play in supporting strong democracy in the US?	● Daniels, Alex. 2021. "Georgia Senate Runoff Shows Philanthropy's Power to Mobilize Voters." Chronicle of Philanthropy. January 14. ● Guerriero, Patrick and Susan Wolf Ditkoff. 2018. "When Philanthropy Meets Advocacy." Stanford Social Innovation Review. Summer 2018.	Position Paper #4: Reinvigorating Democracy	
16	**W**	**3/16**	In Person	**Team Working Session Breakouts:** In class breakouts	Working Sessions for teams with instructor coaches	● The Bridgespan Group. "Eight Questions to Ask a Nonprofit Leader in Your Nonprofit Due Diligence."		Team Rating Rubric and Key Questions List Drafts
17	**M**	**3/21**	Flex—interviews	**CCI Grantee Finalist Interview Breakouts:** Invited Finalist Interviews	Interviews	Work with team members, instructor coaches, and CCI liaison to conduct finalist interviews		

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#	Date		Delivery Mode	Session	Topics	Readings / Videos / Podcasts	Individual HW	Team HW
18	**W**	**3/23**	Flex—interviews	**CCI Grantee Finalist Interview Breakouts:** Invited Finalist Interviews	Interviews	Work with team members, instructor coaches, and CCI liaison to conduct finalist interviews		
19	**M**	**3/28**	Flex—interviews	**CCI Grantee Finalist Interview Breakouts:** Invited Finalist Interviews with Teams	Interviews	Work with team members, instructor coaches, and CCI liaison to conduct finalist interviews		
20	**W**	**3/30**	In Person	**Team Working Session Breakouts** In class breakouts to discuss and prep	Working Sessions for teams with instructor coaches	• Duarte, Nancy. 2012. "Structure Your Presentation Like a Story." Harvard Business Review." October 31. • Neimand, Annie. 2018. "How to Tell Stories About Complex Issues." Stanford Social Innovation Review." May 7.		Draft Team Funding Recommendations and Presentation
21	**M**	**4/4**	In Person	**Team Grant Recommendations Presentations / Discussion:** Assigned Teams Present	Team presentations	Team presentations		Final Team Funding Recommendations Report and Presentation
22	**W**	**4/6**	In Person	**Team Grant Recommendations Presentations / Discussion** Assigned Teams Present	Team presentations	Team presentations		
23	**M**	**4/11**	In Person	**National Philanthropy Lab Class Visit** Student Ambassador Conference and Other Engagement	What is Philanthropy Lab and how can you stay involved after class via Ambassador Conference along with Evaluation efforts?	• Review https://www.thephilanthropylab.org/ • Blog by Emory Student Ian Wang about participation in 2021 Ambassador Conference.		

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#	Date		Delivery Mode	Session	Topics	Readings / Videos / Podcasts	Individual HW	Team HW
-	**TU**	**4/12 (Evening)**	In Person	Special Dinner Session (should conditions permit)	The Why, What, and How Behind Philanthropy Lab. Presentation by Lab Founder Geoffrey Raynor	• Zaki, Jamil. 2015. The Feel-Good School of Philanthropy. New York Times. December 15. • Singer, Peter. 2013. Heartwarming Causes Are Nice, but Let's Give to Charity with Our Heads. Washington Post. December 19.		
24	**W**	**4/13**	In Person	**Bonus Funding Allocation Discussion:** Presentation, Discussion, and Decisions	Facilitated discussion on bonus funds and how they should be allocated	• Arrillaga-Andreessen, Laura. 2012. Giving 2.0: Getting Together to Give. Stanford Social Innovation Review. Winter 2012.		
25	**M**	**4/18**	In Person	**Self-Reflection**: Small group discussions	Discuss and Debrief $10 Challenge (Take 2) Debrief; Discuss key learning and takeaways; Elect / Select 2 students to rep Emory at PLAB National Summer Conference	• Milligan, Katherine and Jeffrey C. Walker. 2020. "Self-Inquiry for Social Change Leaders." Stanford Social Innovation Review. April 8. • Inside Social Innovation (podcast), 2019. "Henry Timms: A Hippocratic Oath for Our Digital Lives."	Complete $10 Challenge (II) Letter to Future You	Draft Briefing Book
26	**W**	**4/20**	In Person	**Celebrating the Journey:** Giving Ceremony	Event featuring grantees and other guests.	In person and / or hybrid event featuring grantee guests, student speakers, etc.		
27	**M**	**4/25**	In Person	**What's Next:** Our Future Commitments	Class recap, Fund disbursement next steps; Evaluation follow up next steps including volunteer assignments; Course feedback survey; Final words / comments	• Davis, Mekaelia. 2020. "Risks for the Future We Want." Stanford Social Innovation Review. July 23. • PBS Amanpour & Co. (video), 2019. "Ford Foundation President Darren Walker on Philanthropy." • The Kendeda Fund. 2020. "Centering Racial Equity: In Conversation with Dena Kimball and Tené Traylor Racial Equity." July 23.		Team Participation Evaluation Survey Final Briefing Book
-	**F**	**4/29**	End of the semester surveys to wrap up. Please complete by Friday, 4/29 by 11:59 PM ET.				Post-Course Surveys	