



## Civil Society & Community Studies

School of Human Ecology  
Nancy Nicholas Hall  
1300 Linden Drive  
Madison, WI 53706

# Philanthropy & Civic Engagement CSCS 400

## Philanthropy Lab

Tuesday & Thursday, 2:30-3:45pm - 3 Credits  
Room 2255 Nancy Nicholas Hall  
Spring, 2023

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### Acknowledgements

This course was made possible by the generous funding of the Philanthropy Lab (Fort Worth, TX) and the Endres Manufacturing Company Foundation (Waunakee, WI). We wish to extend sincere thanks to the Philanthropy Lab and the Endres Manufacturing Company Foundation for their support of this course, and in expanding philanthropy education at the University of Wisconsin-Madison.

The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin. This history of colonization informs our shared future of collaboration and innovation. Today, UW-Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

### Course Description

This class explores philanthropy and civic engagement through giving time, money and effort to a public purpose. Students will learn the philanthropic process including creating a giving plan, as well as exploring strategic and creative ways to give that promote civil society and engagement. Students will develop plans for assessment and evaluation of philanthropic giving.

## Course Overview

This course explores philanthropy and civic engagement through giving time, money and effort to a public purpose. It includes the theory and structure of civil society, with special attention to the nonprofit sector. In addition to classroom learning, this course includes an exciting and unique experiential component. Over the course of a semester, students will decide on the distribution of real funds to support philanthropic goals through a philanthropy project. Students will learn the philanthropic process including creating a giving plan, as well as exploring strategic and creative ways to give that promote civil society and engagement. Students will develop plans for assessment and evaluation of giving including measurements of success that are indicators of impact.

Philanthropy has a long history of making a difference within our communities by taking private resources and developing them with a public purpose. More recently, philanthropic giving has become one of the largest trends in our society with *Giving USA* reporting in 2021, Americans gave over \$485 billion to the philanthropic sector. Although philanthropic endeavors tend to be defined through gifts of money and time, the sector extends far beyond in more creative ways including social entrepreneurship to achieve the goal of making the world a better place. With approximately 1.4 million charitable and religious organizations that aid in advocacy, human and social services, research, education, as well as many others, our communities are stronger due to the support of these philanthropic works (*Giving USA Foundation, 2022*).

This course provides an in-depth understanding of philanthropy, including its historical development, and normative and structural elements as a driver of social change. Contemporary topics will include: ethics, future trends, diverse populations, women and youth philanthropy, as well as corporate, international, and disaster relief philanthropy. It also includes information about careers that focus on philanthropy. By the end of the course, students will have knowledge of the history and structure of civil society, the tradition of competing value commitments in civil society, the modern nonprofit sector and its relationship to government and for-profit arenas, and key challenges facing nonprofit organizations related to philanthropic giving today nationally and globally.

## Philanthropy Lab Project

A unique aspect of this course is a lab on philanthropy which incorporates a practical giving exercise focused on grant evaluation and donating in an effective manner. A special feature of this course will be an opportunity for students to apply theoretical knowledge to a real-world decision-making process by determining how to allocate \$50,000 in actual grant funds to nonprofit organizations. Students will learn how to formulate goals to give effectively and learn to assess and evaluate whether the goals have been achieved.

Students will evaluate the role of values in philanthropy and develop funding priorities within broad social topic areas. In the process of choosing recipients, students will address several key questions:

- How should funds be distributed in a way that optimizes the benefits, meets goals and objectives, and are consistent with one's values?
- What is the basis of private philanthropic giving for the public good?

- To what extent do non-governmental organizations depend on philanthropic giving to operate and achieve goals domestically and globally?
- How should charitable dollars be distributed and what role do nonprofit organizations and philanthropic dollars play in a modern democracy?
- What are the appropriate criteria to be used to select grant recipients?
- How do you assess the success of your giving in accomplishing objectives and goals?

### Learning Outcomes

By the end of the course, students should be able to:

1. Critically analyze philanthropy issues from a human ecology perspective.
2. Recognize the social responsibility of individuals within a community and reflect on the role of giving within civil society including corporate, international, & disaster relief philanthropy.
3. Identify multiple stakeholders and describe the possibilities, values, and limitations of philanthropic decisions.
4. Explore philanthropy trends: women and giving, corporate philanthropy, diverse populations, and youth philanthropy.
5. Share fund allocation decisions using written, oral, and visual communication.
6. Explore careers that focus on philanthropy in the nonprofit and corporate settings.

### Required Textbook and Course Materials

1. Required book for all: Tracy Gary, *Inspired Philanthropy* (Jossey-Bass Books, 2008).
2. Books for Flash Talk (you will be assigned one of these during class):
  - Ann Mei Chang, *Lean Impact: How to Innovate for Radically Greater Social Good* (Wiley, 2019)
  - Edited by Incite! Women of Color Against Violence. *The Revolution Will Not Be Funded: Beyond the Non-profit Industrial Complex* (Duke University Press, 2017).
  - Tyrone McKinley Freeman, *Madam C.J. Walker's Gospel of Giving: Black Women's Philanthropy during Jim Crow* (University of Illinois Press, 2020)
  - First Nations Development Institute, *Telling our Giving Stories: Native American Philanthropy and Community Development* (First Nations Development Institute, 2015).
  - L. Joyce Zapanta Mariano, *Giving Back: Filipino America and the Politics of Diaspora Giving* (Temple University Press, 2021).
  - Paul Woodruff, Ed. *The Ethics of Giving: Philosophers' Perspectives on Philanthropy* (Oxford, 2018).
  - Villanueva, E., *Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance*. (Berrett-Koehler Publishers: Oakland, 2018).
3. All other readings and course materials will be available electronically on Canvas.

### Suggested Books for Additional Reading

- Goldseker, S., & Moody, M. P. *Generation Impact: How Next Gen Donors are Revolutionizing Giving*. (Wiley, 2017)
- Ilchman, W. F., Katz, S., & Queen, E., *Philanthropy in the World's Traditions*. (Indiana Uni. Press, 1998).
- Shaw-Hardy, S., Taylor, M., & Beaudoin-Schwartz, B., *Women and Philanthropy: Boldly Shaping a Better World*. (Jossey-Bass, 2010)

Zunz, O. *Philanthropy in America: A History*. (Princeton University Press, 2012).  
 Harber, J. *The Business of Good: Social Entrepreneurship and the New Bottom*. (2016).  
 Yunnus, M. *Building Social Business: The New Kind of Capitalism*. (Public Affairs, 2010).

**Communication and Technology Policies**

*Communication:* Please check our Canvas site throughout the semester, reviewing the “Home” section, and other pertinent sections (e.g., “Assignments”, “Discussion”, etc.”). You are responsible for monitoring Canvas Inbox for relevant course materials throughout the semester.

*Technology Policies:* Please treat the classroom as you would a professional foundation board room. This means you should limit your laptop use to taking notes and relevant course work, and refrain from cell phone use. This is your chance to practice professional skills which will be essential in your future careers and community work.

**Grading**

Timely completion of assignments is an important part of professionalism. Points will be deducted for each day that an assignment is late unless you have obtained prior approval from the instructor or in the case of an unforeseen emergency. All assignments and course requirements will be evaluated using UW-Madison’s grading scale (below).

Letter Grade	GPA Value	Final Points Grade	Final Percentage Grade
A (Excellent)	4.0	93-100 points	93-100%
AB (Intermediate Grade)	3.5	88-92.5 points	88-92.5%
B (Good)	3.0	83-87.5 points	83-87.5%
BC (Intermediate Grade)	2.5	78-82.5points	78-82.5%
C (Fair)	2.0	70-77.5 points	70-77.5%
D (Poor)	1.0	60-69.5 points	60-69%
F (Failure)	0.0	0-59.5 points	<59.5%

**Assignment Points**

- Class participation and attendance: 25 points
  - Including class prep and posts to Canvas
  - Including self and peer assessment of group work
  - Including Instructor assessment of group work and discussion participation
- \$10 Exercise: 5 points
- Giving Goal: 5 points
- Review of Proposals: 15 points
- Site Visit & Reports: 10 points
- Book Club: Flash Talks & Book Discussion: 10 points
- Inspiring Philanthropist paper: 10 points
- Attendance at Award Ceremony: 5 points
- Final Reflective Essay: 15 points
- Total Points Possible: 100 points**

**Course Requirements & Assignments**

**Attendance and Participation:**

*Participation assignments are due periodically in the course as indicated in the Course Schedule. Attendance and participation assessments will also be monitored. Your grade will be calculated at the end of the semester.* As one student previously said, “This class is not a ‘class’, it is real life. It is teaching students how to grow up, gain responsibility, and make an impact in our communities.” Through this course you are given a power that should not be taken lightly: the power to deeply impact real communities. In order to respect these communities, it is essential for you to take responsibility for maintaining a professional and engaged atmosphere in the classroom. In order to accomplish this, and to facilitate effective discussions and a team-based learning experience, attendance is mandatory, and all absences will be accounted for in your final participation grade. As part of your professional practice, please make sure to be on time to all class sessions and please do not leave the classroom during the class period. Leaving during the course time for any reason, other than a verifiable emergency, will reflect negatively on your participation grade for the day. This course also requires that you prepare and be actively engaged in class activities and you will be evaluated on the frequency and quality of your participation in group discussions and team work. At some points in the semester you will be asked to prepare for specific class activities ahead of time, and your engagement in this work will weigh heavily on your participation grade. Each student is allowed one unexcused absence. For any additional absences, your attendance grade will be lowered 5 points unless you provide written documentation of an acceptable reason such as:

- Religious observations
- University sponsored requirements (with appropriate documentation)
- A doctor’s note verifying that you are unable or advised not to attend class
- Family death or an emergency

**\$10 Exercise:**

If you were given \$10 to “do something good” how would you choose to use it? In this activity, you will do just this and be given \$10 to use as a philanthropist in any way you choose. More detailed instructions will be disseminated in class.

**Book Club: Flash Talks & Book Discussion:**

The purpose of this assignment is to broaden our understandings of philanthropy and explore specific topics in its philosophy, application and social impacts. We have chosen two books that do an excellent job of exploring these ideas. However, since we do not have enough time in a semester to read everything individually, you will work collectively to read and teach the material to your peers. For more detailed instructions, see **Appendix A**.

**Inspiring Philanthropist Paper:**

The purpose of this assignment is to learn more about an inspiring philanthropist and to explore their lives and work. The idea is to find someone who you can learn from and have as an inspirational figure and model of philanthropy. For more detailed instructions, see **Appendix B**.

**Giving Goals:**

Your giving goal is designed to allow you to apply your learning about philanthropy to your own personal life. The giving goal serves to guide your giving in the future and should reflect your values and areas of interests. Sample Giving Goals can be found on the Philanthropy Lab website (<https://www.thephilanthropylab.org/givinggoal.aspx>). You should post your goal both to the Discussion Board and on the Philanthropy Lab website by the due date. More details can be found in the "Giving Goals" handout from the Philanthropy Lab which will be disseminated in class.

### **Review of Proposals:**

*The due date for this assignment will be determined by the Grant Evaluation committee.*

One of the most important activities in this class is reviewing the grant applications that are submitted. You will each be assigned grants to review and will use the process and rubrics developed by the Grant Evaluation team to accomplish this. Completing your reviews and submitting them on time is very important. No late submissions will be accepted. Reviews that are completed late hold the entire course back from making decisions and do not give the proper respect to the organizations that have submitted applications.

### **Site Visits or Phone Calls & Report:**

*The due date for this assignment will be determined by the Research & Site Visit committee.*

An important part of the grant review process involves site visits/phone calls to the top organization applicants. You will conduct these visits in small groups. You will also need to take notes and report back on your findings to the rest of the class. The Site Visit group will give you more details later in the semester about the process and focus of these visits.

### **Final Reflective Essay:**

*This assignment is due during the Final Exam period on Canvas.*

You will complete a final Reflective Essay which will center on your experience and learning in this course. Your essay will be due as an attachment on Canvas during the Final Exam time, more detailed instructions and an essay prompt will be disseminated 2 weeks prior to the due date.

### **Course Policies**

#### **UW-Madison Credit Hour Policy**

This class meets for two 75-minute class periods each week over the semester and carries the expectation that students will work on course learning activities (reading, writing, board work, etc.) for about 3 hours out of the classroom for every class period.

#### **Rules, Rights and Responsibilities**

See the Undergraduate Guide to [Rules, Rights and Responsibilities](#), outlining Student Privacy Rights, Availability of Academic Record Information to Parents or Guardians or Others, Student Rights and Responsibilities, Student Grievance Procedures, Seeking Assistance and AlcoholEdu.

#### **Academic Integrity**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to the [student conduct website](#).

### **Special Accommodations**

I support the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

### **Statement on Accommodation for Students' Religious Observances**

According to campus-wide policy on religious observance, I invite you to notify me within the first three weeks of class of the specific dates for which you request relief for religious observance, since these may affect your ability to meet course deadlines.

### **Diversity & Inclusion**

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>.

### **COVID-19 and the CSCI 400 Course—Expectations for Students**

Students are asked to follow University guidelines regarding what actions to take should you become ill, have symptoms or have a positive COVID test. Please email your instructor requiring accommodations that could include attending and participating in class remotely.

### **Learning Activities**

These key learning activities will supplement readings, discussions and lectures in ways that allow students to enrich their understandings of the possibilities of philanthropy.

- **Guest Speakers:** The experiences of guest speakers will broaden students' understandings of philanthropy, professional opportunities, and the realities of both giving and receiving.
- **Site Visits:** Students will conduct site visits with selected organizations and meet with nonprofit professionals to better evaluate proposals and building relationships.
- **Cohort Presentation:** Students from prior classes will share the results of their evaluation process.
- **Awards Ceremony:** On Students will host an awards ceremony for grant awardees at the university.

### Supplemental Learning Activities

**Films:** These films provide students with insights into the history and contemporary practices of philanthropic endeavors from a variety of perspectives and will be shown as time allows.

- "American Experience" PBS: Three films from the collection will be shown to highlight the history, key players and past successes of philanthropy.
  - *The Great Famine:* "Sets a riveting story of American engagement with a distant and desperate people--an engagement hailed for its efficiency, grit and generosity"
  - *A Shot to Save the World:* "Reveals the dramatic story behind the development of the first polio vaccine. It is a story that shows one of the most remarkable examples of how much can be achieved when a nation—and a world—pulls together to defeat a common enemy."
- "New Heroes" PBS: "The New Heroes tells the dramatic stories of fourteen daring social entrepreneurs who are undaunted by the chronic challenges of poverty, illness, unemployment, violence and ignorance they see in the world around them."
- *Poverty Inc.:* "Follows the butterfly effect of our most well-intentioned efforts and pulls back the curtain on the poverty industrial complex. Are we catalyzing development or are we propagating a system in which the poor stay poor" *Who Cares?* "Anyone can be a change maker, regardless of leadership or marketable skills. It starts with having a vision for society while seeking accomplishment in one's life through contributions to improving the lives of others"; *Henry Ford:* "Paints a fascinating portrait of a farm boy whose fortune is still a part of one of the preeminent foundations in the United States which often leads the way in giving."

**Philanthropy Exhibits:** Students will visit virtual exhibits to learn more about the connections between philanthropy, the arts and social issues.

- *The School of Human Ecology Design Gallery* [Exhibits](#)
- *The Memory Project - Face of Joy:* <https://memoryproject.org>
- *Stitching History from the Holocaust:* <http://stitchinghistory.org>

## Grant Making Timeline\*

<b>Week</b>	<b>Activity</b>	<b>Deadline</b>	<b>Primary Leads</b>
1	Introduction	N/A	N/A
2	Assign Committees	Submit Requests, Assignments Distributed on Canvas	All students submit preferences, Instructors assign
3	Release RFP	Online & Email	RFP & Awards Research & Site Visits Communications
4	Committee Work	N/A	ALL
5	Committee Work	N/A	ALL
6	Proposals Due	Via Email	Communication Grant Review
7	Application Review Starts	Student Reviews	Grant Review
8	Committee Work	N/A	ALL
9	Plan for Site Visits	N/A	Research & Site Visits
10	Research and Site Visits	Report on Site Visits/Phone Calls	Research & Site Visits All students participate in at least 1 visit
11	Site Visit Report	N/A	Research & Site Visits
12	Funding Decisions	N/A	Grant Review
13	Final Funding Decision Plans for long-term Evaluation & Ambassador Conference	Decisions Completed Awardees Notified Ambassador Conference Decision Reached	Grant Review Evaluation & Ambassador Conference
14	Awards Ceremony	Arrive by start of class or Earlier	RFP & Awards
15	Course Evaluation	In Class	ALL

I expect to closely follow this course schedule and timeline. However, due to the nature of this work, the timeline and schedule may be altered at the instructors' discretion. Please exercise flexibility as this is subject to change based on decisions made by the class, organizational availability and other factors outside of our control.

## **Class Schedule & Readings**

### **Unit 1: The Social Meanings & Realities of Giving**

*In this unit, we will explore the social dynamics and impacts of philanthropic giving by analyzing the roots of philanthropy and its role and landscape in American society.*

## Week 1: Course Overview

*In this session we will introduce the teaching team and the course. We will outline learning goals and expectations for the semester.*

### Tuesday, January 24 and Thursday, January 26: Course Overview

- Class Activity:
    - Pre-Surveys
    - Introduce Instructors
    - Review Syllabus and Course Expectations
    - Personal Notecard completed
    - Review Grant Cycle for Course
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## Week 2: Philanthropy & Inequality

*By its very nature, philanthropy is intricately connected to issues of inequality and power in society, whether through the issues it addresses or the nature of those who give. This week, we explore these connections and the various mechanisms and impacts they have on philanthropic giving and society. We will also interrogate how power, privilege and positionality are implicated in the philanthropic process. We will consider who gets funded and why. We will ask the question, “What role can philanthropy play in supporting social change and justice?”*

### Tuesday, January 31: The Relationship

- Class Activity:
  - Review Committees and Instructions for submitting preferences
  - Assign Flash Talks
  - Introduction to Global Inequality
  - Terminology and Definitions
- Readings: Students should read the following to inform discussions:
  - “Global Philanthropy and Inequality” [LINK](#)
  - Inspired Philanthropy Ch 1: Giving and the Nonprofit World
  - Inspired Philanthropy Ch 14: The Power of Partnership, Transformative Philanthropy

### Thursday, February 2: Funding, Power & Social Change

- Class Activity:
  - Conversations and analysis of readings, be prepared to discuss
  - Committee Work
  - Instructors will distribute Committee Assignments via Canvas, begin communicating with your committee.
  - \$10 Exercise Disseminated
- Readings: Read the following material before class. And submit the following to the assignment on Canvas, “Week 2 Readings” Assignment. Your submission should include 1 quality discussion question that either focuses on one specific reading or looks at themes across the readings. You should also identify one significant quote from each text. This prep work will be used to structure the class discussion.

- Joyaux, S., (2004). "Philanthropy: Its Many Faces of Power" Plenary AFP Mid America Conference: [LINK](#)
  - Preface, Forward, and Introduction in edited by Incite! Women of Color Against Violence. (2007). *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex*.
  - Forward and Introduction in Villanueva, E. (2018). *Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance*.
  - Discussion with Anand Giridharadas and Edgar Villanueva: [LINK](#)
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### Week 3: Philanthropy in Action

*This week we will focus on how philanthropy is put into action and how it can be done successfully in light of the topics covered in class to this point. We will also learn from one of the founders of this course about her funding strategy.*

#### Tuesday, February 7: Philanthropy Insights and donors

- Class Activity:
  - Presentation on Endres Manufacturing Company Foundation.
- Readings:
  - Inspired Philanthropy Ch 3: Developing Your System of Giving
  - Inspired Philanthropy Ch 4: Creating a Mission Statement
  - Inspired Philanthropy Ch 5: Deciding How Much to Give
  - Inspired Philanthropy Ch 6: Where to Give

#### Thursday, February 9: Committee Work

- Assignments Due:
    - Work with your committee to prepare in order to finalize RFP today
  - Class Activity:
    - Committee Work
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### Week 4: The Who, Where and Why of Philanthropy

*Who gives in the U.S. and why they give are not always intuitive. This week we explore the types of people who give, where they direct their giving, and the role our values play in philanthropy.*

#### Tuesday, February 14: Philanthropy Motivations & Landscape

- Class Activity:
  - Assign History of Giving Sections
  - Values in Philanthropy
  - Landscape of Philanthropic Giving
  - Four Traditions of Philanthropy & Implications
  - Q & A with past students, be prepared with questions, 1:45pm

- Readings:
  - Read closely to inform discussion: Lynne, E., & Wisley, S. (2006). "Four Traditions of Philanthropy - Civic Reflection" in *The Civically Engaged Reader*, ed. A. Davis, E. Lynn, Great Books Foundation. [LINK](#)
  - Inspired Philanthropy Ch 2: You, the Philanthropist
  - Inspired Philanthropy Ch 8: The Many Ways to Give
  - Scan: 2018 Giving USA Report: [LINK](#)

### Thursday, February 16: Impact, Implications, and Consequences of Giving

- Class Activity:
    - Discussion of Readings
  - Readings:
    - Cole, T. (2011). "The White-Savior Industrial Complex." Atlantic. [LINK](#)
    - Meyler, K. (2018) "How the White-Savior Industrial Complex Failed Liberia's Girls". [LINK](#)
    - Listen to: Act one "Money for nothing and your cows for free" in *This American Life* 503: I Was Just Trying to Help. [LINK](#)
    - After reviewing the above materials, browse the Instagram profile "Barbie Savior" ([LINK](#)). This profile provides a satirical depiction of White international volunteers. Select one image that caught your attention or you find especially interesting and write a brief explanation of why you chose the image or what you think it conveys. Upload this before class to the Canvas assignment, "Week 4: Instagram".
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## Week 5 Unit 2: Key Moments & History of Philanthropy in the U.S.

*Understanding the history of philanthropy allows us to better and more fully understand its function and role in society today. In this unit we will explore this history broadly as well as key moments and figures in philanthropy in the U.S.*

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### February 21 and 23: Personal Giving

- Class Activity:
  - Presentation on Personal Philanthropy
    - Give students a brief summary of your background and the experiences that helped shape your personal philanthropy- did anyone serve as your role model?
    - Share any quotes/books that inspire you.
    - Describe details of your first major gift – what led up to making this gift, what was your relationship with the organization and how did the organization recognize and convey gratitude for your gift.
    - As a well-known and respected philanthropist what are some "do's and don'ts" individuals and nonprofits seeking your support should know?
    - How do you make your personal philanthropic decisions?
    - What is your advice to students as they think about their personal giving goals?
- Readings:

- Review your answers to Inspired Philanthropy Ch 2 Exercises
- Read Inspired Philanthropy Ch 7: Creating a Personal Giving Plan

## Week 6: History & Examples of Success

### Tuesday, February 28 and Thursday, March 2: Historical Context & Major Players

- Class Activity:
  - [Historyofgiving.org](#): Each student will be assigned one time period from History of Giving. They should read and take notes in detail on their section using the History Notes template on Canvas. This can be found in the assignment titled “Week 5 History Notes” and should be uploaded before class. Students will work with peers assigned to the same section. As a small group, they will consolidate the information they learned and teach the material to their peers.
- Readings:
  - Gollihu, K. (2016) “The History of Global Charitable Giving: Why We Need to Remember” [LINK](#)

### Excellence and Successes in Philanthropy

- Class Activity:
  - Film: Shot to Save the World, Smithsonian Channel [LINK](#)
  - Committee Check-in
- Readings:
  - Kane (2016), “Polio Win is Result of Historic Alliance”: [LINK](#)

## Unit 3: Contemporary Approaches to Philanthropy

*There are a variety of different approaches and philosophies towards philanthropic giving. In this unit we will explore these approaches and their impacts on decision making and funding. We will also actively be applying what we learn to our own grant making process.*

### Week 7: Evaluating Proposals and Forms of Philanthropy

*This week we will explore key ideas and techniques used to evaluate grant proposals. We will also look at four types of philanthropy that are especially prominent in contemporary giving.*

### Tuesday, March 7: Methods in Evaluating Grant Proposals

- Class Activity:
  - Discuss Readings as it applies to our review process
  - Committee Work
- Readings:
  - Kania & Kramer (2011). “Collective Impact” [LINK](#)
  - Meiksins, (2013). “Strategic Philanthropy: The Good, the Bad, the Ugly” [LINK](#)
  - Indie Philanthropy Initiative, “Community-Based Decision Making” [LINK](#)
  - Buchanan (2011). “Passion Needed for Data Driven Analysis in Philanthropy” [LINK](#)
  - La Piana Consulting, “Due Diligence Done Well: A Guide for Grantmakers.” [LINK](#)
  - Scan: LCC Toolkit, “Evaluating Grants” [LINK](#)

- Scan: National Archives. “Grant Evaluation Checklist” [LINK](#)
- Review: Tracy Gary, *Inspired Philanthropy*, pages 94-95

#### **Thursday, March 9: Entrepreneurship, International, Corporate & Community Philanthropy**

- Class Activity:
  - Community Based Philanthropy Case-Study
- Readings: Specific Readings based on Jigsaw Assignment
  - “Participatory Grantmaking: Has its Time Come?” [LINK](#)
  - “Deciding Together: Shifting Power and Resources through Participatory Grantmaking” [LINK](#)

#### **Week 8: Spring Break---March 13 to 19**

#### **Week 9: Evaluating Grants & Conducting Site Visits**

*This week we begin the hard work of applying everything we have learned this semester to evaluate the grant proposals we have received and move towards making a funding decision.*

#### **Tuesday, March 21: Philanthropy Lab Workshop**

- Class Activity:
  - Committee Work and review of grant proposals and preparation for site visits

#### **Thursday, March 23: Presentation on Personal Philanthropy**

- Class Activity:
  - Continue Review of Applications and prepare for site visits—process and plans
- Readings:
  - Gary, *Inspired Philanthropy*, Chapter 10 Engagement with Groups you Support
  - Tiernan (2012). “Grant Management” [LINK](#)
  - Alarie-Leca (2015), “Smarter Site Visits” [LINK](#)

### **Unit 4: Grant Making, Evaluation & Engaging with Organizations**

*In this unit we will be focusing on processes of grant making once applications have been received. We will be making important funding decisions and considering the mechanisms and approaches that can be applied to evaluating proposals and engaging with organizations.*

#### **Week 10: Setting Priorities and Making Decisions**

#### **Tuesday, March 28: Philanthropy Lab Workshop**

- Class Activity:
  - Continue Review of Applications

#### **Thursday March 30: Personal Giving**

- Continue Review of Applications Browse the Philanthropy Job Boards: <https://www.philanthropy.com/jobs>

- “Is there such a thing as a career in philanthropy? Absolutely!” [LINK](#)
  - “So you want a job in Philanthropy?” [LINK](#)
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## Week 11: Evaluating Grants & Conducting Site Visits, Continued

### Tuesday April 4: Philanthropy Lab Work Session

- Continue evaluating grants as determined by the class
- Class Activity:
  - Continue Review of Applications
  - Plans for site visits determined and scheduled

### Thursday, April 6: Philanthropy Lab Work Session

- Class Activity:
    - Continue Review of Applications
    - Prepare for site visits/phone conferences
  - Readings:
    - Submitted proposals as determined by the class
- 

## Week 12: Evaluating Grants & Completing Site Visits, Phone Calls to the Nonprofits selected for grants

### Tuesday, April 11: Philanthropy Lab Workshop

- Continue evaluating grants as determined by the class
- Class Activity:
  - Evaluation of grants and review of site visits

### Thursday, April 13: Philanthropy Lab Workshop

- Class Activity:
    - Evaluation of grants and review of site visits and make final decisions
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## Weeks 13: Awarding Funds

Tuesday April 18 and Thursday April 20: Prepare for Awards Ceremony

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## Week 14: Awards Ceremony

Tuesday April 25 Prepare for Awards Ceremony

Thursday April 27: Conduct and Complete Awards Ceremony

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## Week 15: Final Classes

Tuesday May 2 and Thursday May 4: Class evaluation and reflection

- Class Activity:

- Reflection on process, Final Thoughts
- Finalize post-grant evaluation process
- Course Evaluation
- Focus group exercise

**May 8, 10:05am-12:05pm Final Reflection Essay Due @ Canvas during exam period**

## Appendix A

### Book Club: Flash Talk Presentations

The purpose of this assignment is to broaden our understandings of philanthropy and explore specific topics in its philosophy, application and social impacts. We have chosen two books that explore these ideas well. However, since we do not have time in a semester to read everything individually, you will work collectively to read and teach the material to your peers.

You will be assigned one chapter to read, and you will have **exactly 2 minutes** to share the material with the class. Please **practice your presentation and time it** so that it will fit within the time frame and all students can share their presentation. Your presentation should be engaging and communicate the key arguments from the reading that your peers should know. You may use visuals (PPT, etc.), and we encourage you to be creative in how you convey your main ideas. Following the Flash Talk presentations, each student should have a solid understanding of the main ideas and arguments put forth in both books. Grades are based on adherence to presentation guidelines (e.g., time limit, speaking from outline instead of notes), clarity, engagement w/ audience, and grasp of the material.

### Book Selections

**Chang, Ann Mei, *Lean Impact: How to Innovate for Radically Greater Social Good.* (Wiley, 2019)**

“Lean Impact is a hands-on guide designed to exponentially increase the impact of our time and money. Building on the modern innovation practices that have fueled the technological breakthroughs that have touched every aspect of our lives.”

**Incite! Women of Color Against Violence (Ed). *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex* (Duke University Press, 2017).**

“A trillion-dollar industry, the US non-profit sector is one of the world's largest economies. From art museums and university hospitals to think tanks and church charities, over 1.5 million organizations of staggering diversity share the tax-exempt designation, if little else. Many social justice organizations have joined this world, often blunting political goals to satisfy government and foundation mandates. But even as funding shrinks, many activists often find it difficult to imagine movement-building outside the non-profit model. *The Revolution Will Not Be Funded* gathers essays by radical activists, educators, and non-profit staff from around the globe who critically rethink the long-term consequences of what they call the ‘non-profit industrial complex.’ Drawing on their own experiences, the contributors track the history of non-profits and provide strategies to transform and work outside them. Urgent and visionary, *The Revolution Will Not Be Funded* presents a biting critique of the quietly devastating role the non-profit industrial complex plays in managing dissent.”

**First Nations Development Institute, *Telling Our Giving Stories: Native Philanthropy and Community Development.* (First Nations Institute, 2015).**

“Native grantmaking programs represent a diverse array of legal and organizational structures. Regardless of the model chosen for a philanthropic program, a large and growing number of tribes and Native nonprofits are using philanthropy to protect Native financial assets, capitalize economic development programs in their communities, and support their cultures. As part of an integrated

asset-building program, Native-controlled grantmaking entities are supporting institution-building through capitalizing nascent nonprofits in Native communities, and through funding innovative asset-building strategies. The growth of the Native philanthropic sector over the past 40 years has implications for the development and expansion of Native economies, the civil society sector in reservation communities, and the effectiveness of tribal government in years to come.”

**Tyrone McKinley Freeman, *Madam C.J. Walker’s Gospel of Giving: Black Women’s Philanthropy during Jim Crow*. (University of Illinois Press, 2020).**

“Founder of a beauty empire, Madam C.J. Walker was celebrated in the early 1900s as America’s first self-made female millionaire. Known as a leading African American entrepreneur, Walker was also devoted to an activist philanthropy aimed at empowering African Americans and challenging the injustices inflicted by Jim Crow.”

**Edgar Villanueva, *Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance*. (2<sup>nd</sup> edition, 2021, Berrett-Koehler Publishers, Inc.)** “This is primarily a book for people who direct the flow of money. ... More broadly, this is also a book for anyone who is interested in healing the wounds of racism, colonization, and dehumanization. This second edition has been expanded to include stories of people working in fields beyond philanthropy and finance, who have been inspired to apply the lessons and Indigenous wisdom from the book to their sector.” (page 1).

**P. Woodruff (Ed), *The Ethics of Giving: Philosophers’ Perspectives on Philanthropy* (Oxford Uni., 2018).**

“In giving to charity, should we strive to do the greatest good or promote a lesser good that we care more about? On such issues, ethical theory can have momentous practical effects. This collection includes new papers on philanthropy from a range of philosophical perspectives. Most recently published work by philosophers on charitable giving tends to support what is called effective altruism—doing the most good you can. In practice, however, charitable giving is often local and relatively ineffective, supporting causes dear to the givers’ hearts. Are ineffective givers doing wrong or merely doing less praiseworthy work than they might? This volume includes at least three challenges to the effective altruism movement, as well as two chapters that defend it against the gathering tide of objections. Most thinkers who align with utilitarianism support effective altruism, and some other perspectives do as well. But the ideal of personal integrity can push the other way. So can justice-based theories of giving: perhaps I could do the most good by stealing and giving to the poor, but that would be unjust. In the most important cases, however, justice leads to the same result as effective altruism. Other theories give different results.”

**L. Joyce Zapanta Mariano, *Giving Back: Filipino America and the Politics of Diaspora Giving* (2021, Temple University Press).** “Filipino Americans give back, not only to families in the Philippines but also to communities, projects, and organizations. Filipino Americans may give back to provide relief to poor or vulnerable Filipinos or to address the forces that maintain poverty, vulnerability, or exploitative relationships in the Philippines. These various acts of giving provide a source of cohesion and purpose for Filipino America.... Giving back, a prominent feature of Filipino American identity and communities, is central to the moral economies of Filipino migration, immigration, and diasporic return.” (page 1)

## Appendix B

### Inspiring Philanthropists Paper

The purpose of this assignment is to learn more about an inspiring philanthropist and to explore their lives and work. For this assignment, you should survey the work of several philanthropists and choose one that you connect with the most to research further. You may be drawn to their personal experiences, their life journey, the values they express or the issue areas they address. We will ask you to share the philanthropist you chose and why you chose them at the awards ceremony. If there is someone you know personally who fits these requirements, you may identify them as your inspiring philanthropist. Whenever possible, we encourage you to reach out to your chosen philanthropist and speak with them directly about their giving and views on philanthropy. The idea is to find someone who you can learn from and have as an inspirational figure and model of philanthropy.

#### Criteria:

Your chosen philanthropist:

- Can be living or deceased
- Should not be a celebrity or famous philanthropist (i.e. Gates, Oprah, Chance the Rapper)
- Could be someone you know personally
  - If not: They should be from Wisconsin or do philanthropy in the area.

Once you have chosen a philanthropist to study and research, you should write a 2-page single spaced essay which addresses the following questions:

- Biographical information that impacted their philanthropy, historical context
- Issue areas they have focused on through their philanthropy
- Notable achievements
- Why you chose this philanthropist
- How their life/work might impact your own giving, and what you learned from their approach that you can incorporate into your work in this class and beyond.

#### Assessment Criteria:

To receive full credit, your essay should address all topics covered in the assignment and the basic requirements outlined. It should be written following professional standards and should show quality in structure and style (remember to proofread!). Your essay should also show quality research and insight into the philanthropist activities and experiences. It should also draw clear connections between the philanthropist and your own values. Your essay should be submitted electronically in a Word document to Canvas on time.

**Late submissions will only receive ½ of the available points.**

## Other Helpful Resources for Students

### *Local Websites:*

**United Way of Dane County** <http://www.unitedwaydanecounty.org/>  
**United Way of Dane County – Volunteer Center** <https://www.unitedwaydanecounty.org/volunteer-center/>  
**Volunteer Your Time** <http://volunteeryourtime.org/>  
**UW's Grant Information Collection** <http://grants.library.wisc.edu/organizations/nonprofits.html>  
**Community Shares of Wisconsin** [www.communityshares.com](http://www.communityshares.com)  
**Madison Community Foundation** [www.madisoncommunityfoundation.org](http://www.madisoncommunityfoundation.org)  
**Endres Foundation:** <http://www.endresmfg.com/foundation-grants/>  
**Once Upon a Time Foundation:** <http://onceuponatime.org>

### *National:*

**Alliance for Nonprofit Management** <http://www.allianceonline.org/>  
**American Humanics** <http://www.humanics.org/site/c.omL2KiN4LvH/b.1098773/k.BE7C/Home.htm>  
**Association for Research on Nonprofit Orgs and Voluntary Action** <http://www.arnova.org>  
**Aspen Institute Nonprofit Sector Research Fund** <https://www.aspeninstitute.org/programs/program-on-philanthropy>  
**Association of Fundraising Professionals** <http://www.afpnet.org/>  
**Council on Foundations** <http://www.cof.org/>  
**Foundation Center** <http://foundationcenter.org/>  
**Guidestar** [www.guidestar.org](http://www.guidestar.org)  
**Independent Sector** <http://www.independentsector.org/>  
**Nonprofit Academic Centers Council** <http://www.nonprofit-academic-centers-council.org>  
**United Way of America** <http://national.unitedway.org/>

### *Philanthropy Links*

**American Studies Association** <http://www.theasa.net>  
**Association for Public Policy Analysis and Management** <http://www.appam.org/>  
**The Center for Effective Philanthropy** <http://www.effectivephilanthropy.org/>  
**Center for Lobbying in the Public Interest** <http://www.clpi.org/>  
**Chronicle of Philanthropy** <http://www.philanthropy.com/>  
**Giving USA Foundation** <https://givingusa.org>  
**Joseph and Matthew Payton Philanthropic Studies Library (IUPUI)** <http://www.ulib.iupui.edu/payton>  
**National Committee for Responsive Philanthropy** <http://www.ncrp.org/>  
**Points of Light Foundation** <http://www.pointsoflight.org/>  
**Philanthropy Journal** <http://www.philanthropyjournal.com/>  
**The Philanthropy Roundtable** <http://www.philanthropyroundtable.org/>

### *Resources for Nonprofit Organizations*

**Academy of Management** <http://www.aomonline.org/>  
**BoardSource (formerly National Center for Nonprofit Boards)** <http://www.boardsource.org/>  
**CharityChannel** <http://www.charitychannel.com/>  
**Developing Human Resources in the Voluntary Sector** <http://www.hrsv-rhsbc.ca/>  
**National Center on Nonprofit Enterprise** <http://www.nationalcne.org/>  
**National Council of Nonprofit Associations** <http://www.ncna.org/>  
**Nonprofit FAQ, Compiled by Putnam Barber** <http://www.idealists.org/if/idealists/en/FAQ/NonprofitHome/default>  
**Nonprofit Information, Compiled by ARNOVA** <http://www.arnova.org/nonprofitinformation/>  
**The Nonprofit Good Practice Guide** <http://www.nonprofitbasics.org/>  
**The Nonprofit Quarterly** <http://www.nonprofitquarterly.org/>