

Philanthropy & Just Societies

Columbia University in the City of New York
PSYC4885GU • Spring 2024 Semester (3 credits)
Tuesdays, 10:10 AM – 12:00 PM • Satow Room, 5th Floor, Lerner Hall
(Morningside Campus)

Instructor Information:

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Course Director:

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Bulletin Description: *Philanthropy & Just Societies*¹ will enable Columbia undergraduate students to learn about the social, ecological, psychological and historical underpinnings of philanthropy, to understand ethical considerations, to evaluate its potential in making more just societies, and to consider the psychological and sociological meaning of giving and receiving aid at different scales. Students will have the opportunity to participate directly in philanthropic work and give away real money.

Course Description and Objectives: Philanthropy is a practice deeply rooted in many cultures throughout the world and engaged in by individuals, families, and institutions alike. The study of philanthropy is the investigation of potentially prosocial actions to foster equity and inclusivity, but it requires an understanding of structures that hold some people in positions of disadvantage. Informed and effective philanthropy rests on an understanding of global and local structures of inequality and social justice—that is, on an understanding how and why poverty, discrimination, marginalization, and disenfranchisement are perpetuated.

This seminar course approaches the study of philanthropy through the social sciences and psychology, reading essays, empirical research studies, books, news stories, and engaging with guest speakers who provide a rich and nuanced understanding of how ethics, motivational and decision-making processes, values, norms, identity, imagination, and innovation drive and define

¹ This course was adapted from a previous course taught in the English Department by Professor Victoria Rosner, *Philanthropy and Social Difference* (ENGL UN3738). We also thank Emery Ann LeCrone who assisted in the development of this course through an independent study in the summer of 2023.

giving practices and philanthropy's role in today's complex social landscape.

Through grants from The Philanthropy Lab, this course also features a hands-on experiential learning component, where students, as part of a foundation board, will have *real* funds (approximately \$50,000) to allocate to nonprofit organizations. Students will work in groups to research potential grantees, recommend to their fellow students how and where funds should be invested, and construct a reporting system for assessing the success of grants awarded. Through this process, students will interact with professionals in the field, including guest speakers, philanthropic advisors, and leaders of nonprofit organizations, thus adding a practical dimension to the academic rigor.

Course Assignments and Grading Distribution: We expect you to (a) complete all of the required readings for the course by the date scheduled, (b) be engaged in our classroom discussion, (c) submit all assignments on time, and (d) be present for class sessions and presentations. There is no virtual option for class attendance (e.g., Zoom). Without written permission from your professors or TA prior to an assignment's due date, no late submissions will be accepted. [Check CourseWorks Modules \(by class number and date\) regularly for due dates and assignment formats.](#)² Your grade points will be based on the following:

- Individual and Group Assignments (80%)
- Class Participation, including interaction with guest speakers (20%)

Assignment 1.1 (individual): *Philanthropic Autobiography: Narrative Identity.* Assigned in the first class, up to 500 words (double spaced), you will write the story of your life as a giver and a recipient of philanthropic gifts. What kinds of experiences have you had that have shaped your efforts to support social good? How has being the recipient of aid shaped your goals as a giver? What sorts of social challenges are most important for you to support, and why? Your essay should also look to the future. How do you understand your relationship to your community? Do you see philanthropy as civic engagement and playing a role in your adult life? (5% of grade) [DUE January 22, 2024 @ 12PM.](#)

Assignment 1.2 (individual): *Interviews.* Also assigned in the first class, you will interview two (2) people of different ages (e.g., family members, colleagues, etc.) about their own identities as givers and receivers of philanthropy vis-à-vis time and/or financial resources. Written submission, up to 500 words (double spaced). (5% of grade) [DUE January 22, 2024 @ 12PM.](#)

Assignment 1.3 (individual): *\$10 Challenge! Your current, personal approach to philanthropy.* As the third assignment in the first class, you will receive \$10 cash at the beginning of this class. You will be asked to use the \$10 to *make whatever impact you wish.* Reflecting on your \$10 Challenge, you must write and submit up to 250 words (double-spaced) reflecting on why you did what you did. As a part of your reflection, please consider the question: "What change did you want to effect with your \$10, how did you decide how to go about making the change, and how did you *feel* after the exercise?" (5% of grade.) [DUE January 29, 2024 @ 12PM.](#)

² <https://courseworks2.columbia.edu/courses/195790/assignments>

Assignment 2 (individual): Identification of Needs. In either (i) a paper of up to 500 words (double spaced) or (ii) a slide presentation of up to 10 slides, identify what you think are the most important needs or societal challenges that philanthropy should address, and why, answering related questions, e.g.: *What are your criteria for identifying those needs? How can and should philanthropy address them? Can philanthropy make a difference?* You must draw on 3–5 class sources, which can include course readings, news stories, academic essays and books, and/or your interviews with people in your community, those proximal to the ‘problem’ under analysis. (10% of grade) [DUE February 12, 2024 @ 12PM.](#)

**** The remaining assignments are all Group Assignments. ****

Group Assignment 1: Group Goals and approach to meeting goals. Your professors will assign each of you into a specific group. After discussion of each group member’s version of Assignment 2, your group will produce a collaborative document of up to 750 words (double spaced) outlining its goals, approach to meeting goals. This is effectively the group’s Theory of change. This document will be your roadmap as you select and research organizations to receive class funds. Recognizing the many different kinds of organizations and approaches to addressing needs, you will need to make priorities that are practical and attainable within the parameters of the course. Know that not all goals are compatible with each other, and you should find yourself making difficult choices. In grading this assignment, we will look for logical consistency. Attached to your memo should be a list of at least eight organizations that align with your group’s goals as described. (10% of grade) [DUE February 26, 2024 @ 12PM.](#)

Group Assignment 2.1: Mission and Goals Memo. In a single memo of up to 750 words (double spaced), discuss three (3) organizations that meet your group’s goals and philosophy. Describe each organization’s mission and goals, target population, key activities and programs, how they access impact, leadership structure. Why do you believe each organization is doing a good job at serving its target population? For each organization, explain specifically how it aligns with your group’s goals and why you have singled it out above others. At the end of your memo, identify ONE (1) organization for a site visit and explain why you chose it above the other two nominees. *Be explicit about how you went about evaluating the three organizations, and why one emerged in this evaluation as your final choice.* (10% of grade) [DUE March 18, 2024 @ 12PM.](#)

Group Assignment 2.2: Site Visits and Reports. During this time, your group should also be making plans for site visits and reports prior to the end of March 2024. Site visits are a required element of this course. Working in groups of at least two (2) students, each student must visit at least two (2) organizations, each of which needs to have been selected by you or another member of your group. In addition to uploading your reports to CourseWorks, please also send an email to Peter Trevino (pt2492@columbia.edu) with the subject line “Site Visit Report”, stating (i) names of all group members, (ii) the name of the organization(s) you visited, and which group members attended, (iii) and the date(s) of the visit(s). (10% of grade) [DUE April 1, 2024 @ 12PM.](#)

Group Assignment 3.1: Final Memo. In a collaboratively written memo of up to 750 words (double spaced), each group should identify the leading organization your group has selected to move to the final round of decision-making for funding. You should describe the criteria used to arrive at

your decision, including a discussion of the organizations that were not selected as finalists, the specific merits of the finalist, and how it aligns with the giving goals and philosophy described in the first group memo. The memo should reflect serious study of your selected organization, identifying mission and ultimate social goal, approach, program effectiveness, how organization engages with the community/population it is intended to serve, capacity of management and board to lead the organization, fiscal strength/plans for sustainability, etc. Students will need to interview a representative from the organization (e.g., face-to-face, or virtually). The Final Memo should identify the specific amount needed to make an impact at the organization and make a convincing case for why it deserves that portion of our class's total giving dollars. At least two (2) of the course readings should be included substantially in the discussion. (10% of grade) [DUE April 11, 2024 @ 12PM.](#)

Group Assignment 3.2: Final Presentation. To accompany your Final Memo, your group should design a presentation (10–minutes maximum) to share with the rest of the class. This will be your final opportunity to pitch your organization and the gift amount you think they need. (10% of grade) [DUE April 22, 2024 @ 12PM.](#)

Group Assignment 4: Organization Letters. Please note the tight turnaround on this assignment. Prepare a letter to the recipient of the gift that justifies the gift to the foundation, and letters of declination to non-funded organizations that members of your group visited. In addition to uploading those letters to CourseWorks, please also send them to Peter Trevino (pt2492@columbia.edu). (5% of grade) [DUE May 6, 2024 @ 12PM.](#)

Class Participation: Includes attendance, involvement in class discussions, and quality of contributions. Evaluation considers both the quantity and quality of engagement. Again, there is no virtual option to attend classes. (20% of grade)

Supplementary Requirements and Notes: Unless otherwise instructed, all assignments—except letters to the gift recipients and non-funded organizations—must adhere to APA style (see each assignment on CourseWorks for specific details), and all assignments must be uploaded to CourseWorks in PDF format (or other instructor-approved format). Final due dates may be adjusted in accordance with the academic calendar. Please note: Instructors reserve the right to adjust and revise syllabus content, readings, materials, assignments, due dates and specifics as determined necessary for the course. Expect assigned readings to be revised throughout the semester.

**** Additionally, your completion of several ungraded surveys and evaluations in connection with The Philanthropy Lab is required to pass this course.****

Technology in Class; Lecture Slides: Please ensure that your cell phone ringer is off during class. The use of email, texting, and social media during class is not permitted. Laptops and tablets are permitted for taking notes and working in groups, provided your focus is on class-related activities. We will post lecture slides, if any, following each class, so there is no need to copy their

content.

Preferred Gender Pronoun(s): This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let your professors and TA know, and please correct us on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact us.

Students with Disabilities: Columbia University is dedicated to facilitating equal access for students with disabilities and to cultivating a campus culture that is sensitive and responsive to the needs of students. If you need special accommodations because of a disability, please make your professors and TA aware, either through Disability Services (<https://health.columbia.edu/content/disability-services>), or by contacting them directly.

Academic Integrity, Honor Code, and Plagiarism: The intellectual venture in which we are all engaged requires faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity.

Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that informs our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited.

In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all your research papers and projects; *you must always submit your own work and not that of another student or scholar.* *Class policy on the use of artificial intelligence (AI) tools, e.g., ChatGPT, varies by assignment. All assignment guidelines on CourseWorks will specify whether and how AI tools may be used in that assignment.*

Please review the policies related to Academic Integrity and the Honor Code, as all matters related to academic integrity will be strictly enforced:

- Barnard Students (<https://barnard.edu/honor-code>)
- Columbia College Students (<https://www.college.columbia.edu/academics/academicintegrity>)
- Columbia GS Students (<https://bulletin.columbia.edu/general-studies/academic-policies/academic-integrity-community-standards/>)
- Columbia SEAS Students (<https://www.cc-seas.columbia.edu/integrity/policy>)
- Graduate Students (<https://www.gsas.columbia.edu/content/academic-integrity-and-responsible-conduct-research>)

Health & Wellness

- Barnard Students (<http://barnard.edu/wellwoman>)
- Columbia College Students (<http://www.college.columbia.edu/resources>,

then click: “Health – Wellness”)

- Columbia GS Students (<https://gs.columbia.edu/content/health-and-wellness>)
- Columbia SEAS Students (<https://wellness.engineering.columbia.edu/>)
- Graduate Students (<https://www.gsas.columbia.edu/content/student-life-well-being>)

Course Schedule, Readings & Other Study Materials: There is no *textbook* required for this course. Readings, news stories, and other materials required for this course will be made available to you whenever possible. Readings will include scientific and news articles, books, book chapters, literature reviews, and commentaries related to the subject matter; films, videos, podcasts, and other materials may also be included. Assigned materials listed below are provisional and may be revised periodically. All reading materials will be posted as PDF documents available on CourseWorks or available through CLIO, and links to films and videos will be provided.

Please note that this will not be an exhaustive review of the field of philanthropy. If there are topics that you are interested in that are not covered in the course, please let your professors and/or TA know and we will suggest additional readings and/or ways that you can independently explore particular topics through your course work.



CLASS 01 — January 16, 2024

Introduction to Course

First assignments issued (see specifics and due dates above and on CourseWorks):

- (1) ***Autobiography & Narrative Identity***
- (2) ***Interviews***
- (3) ***\$10 Challenge! Your current, personal approach to philanthropy***



CLASS 02 — January 23, 2024

Philanthropic Identity: Who Am I As a Giver and Receiver of Public Good?

- McAdams, D. P., & Manczak, E. (2015). Personality and the life story. *APA handbook of personality and social psychology, Volume 4: Personality processes and individual differences* (pp. 425–446). American Psychological Association. <https://doi.org/10.1037/14343-019>
- Luengo Kanacri, B. P., González, R., Valdenegro, D., Jiménez-Moya, G., Saavedra, P., Mora, E. A., Miranda, D., Didier, L. S., & Pastorelli, C. (2016). Civic engagement and giving behaviors: The role of empathy and beliefs about poverty. *The Journal of Social Psychology, 156*(3), 256–271. <https://doi.org/10.1080/00224545.2016.1148006>
- Beck, J. (2015, August 10). The story of your life. *The Atlantic*. <https://www.theatlantic.com/health/archive/2015/08/life-stories-narrative-psychology-redem>

[ption-mental-health/400796/](#)



CLASS 03 — January 30, 2024

History and Foundations of Philanthropy

- Grossman, A., Appleby, S., & Reimers, C. (2013). Venture philanthropy: Its evolution and its future. *Harvard Business School*, 9, 1-25.
https://www.avpn.asia/wp-content/uploads/2013/07/VP_Its_Evolution_and_Its_Future_6_13_13_copy.pdf
- Carnegie, A. (1899). The gospel of wealth, and other timely essays (pp. 14–50). *Harvard University Press*. Retrieved November 14, 2023, from
https://media.carnegie.org/filer_public/ab/c9/abc9fb4b-dc86-4ce8-ae31-a983b9a326ed/ccny_essay_1889_thegospelofwealth.pdf
- Alex Daniels, A. (2023, October 12). A Philanthropy Rebrand Ditches ‘Foundation’ for Being Old and Controlling To appeal to a new generation of donors, the Brooklyn Community Foundation is renaming itself Brooklyn Org. *The Chronicle of Philanthropy*.
<https://www.philanthropy.com/article/in-a-philanthropy-rebrand-the-word-foundation-is-describered-as-old-and-controlling>
- A just transition for philanthropy. (n.d.). *Justice Funders*. Retrieved January 9, 2024, from
<https://justicefunders.org/thought-leadership/just-transition-for-philanthropy/>
- Walker, D. (2015, October 1). Toward a new gospel of wealth. *Ford Foundation*.
<https://www.fordfoundation.org/news-and-stories/stories/toward-a-new-gospel-of-wealth/>

Optional Readings:

- Hall, P. (2006). A Historical Overview of Philanthropy, Voluntary Associations and Nonprofit Organizations in the United States, 1600 – 2000, In W. Powell and R. Steinberg (Eds.), *The Nonprofit Sector: A Research Handbook* (pp. 32–65). Yale University Press.



CLASS 04 — February 6, 2024

An Ecological Systems Perspective on Philanthropy

- *Bronfenbrenner’s ecological model*. (n.d.). Retrieved January 5, 2024, from
<https://www.structural-learning.com/post/bronfenbrenners-ecological-model>
- Barman, E. (2017). The social bases of philanthropy. *Annual Review of Sociology*, 43, 271–290.
<https://doi.org/10.1146/annurev-soc-060116-053524>

- Ecosystem philanthropy. (n.d.). *Systems Thinking Marin*. Retrieved January 9, 2024, from <https://www.systemsthinkingmarin.org/resources/ecosystem-philanthropy/>
- Burton, D. O., & Barnes, B. C. B. (2017). Shifting Philanthropy From Charity to Justice. *Stanford Social Innovation Review*. <https://doi.org/10.48558/RMZA-A722>



CLASS 05 — February 13, 2024

Giving and Receiving Support: What helps? What doesn't help?

- Giridharadas, A. (2018, August 24). Opinion | beware rich people who say they want to change the world. *The New York Times*. <https://www.nytimes.com/2018/08/24/opinion/sunday/wealth-philanthropy-fake-change.html>
- Zee, K. S., & Bolger, N. (2019). Visible and invisible social support: How, why, and when. *Current Directions in Psychological Science*, 28(3), 314–320. <https://doi.org/10.1177/0963721419835214>
- Kramer, M. (2018). Are the Elite Hijacking Social Change? *Stanford Social Innovation Review*, 16(4), 68–70. <https://doi.org/10.48558/FJGF-7148>
- Polman, L., Waters, L., & Polman, L. (2010). *The crisis caravan: What's wrong with humanitarian aid?* (1st U.S. ed). (Introduction & Chapter 10). Metropolitan Books.
- Barry, E. (2024, January 15). Workplace wellness programs have little benefit, study finds. *The New York Times*. <https://www.nytimes.com/2024/01/15/health/employee-wellness-benefits.html>

Optional Interview:

- Anand Giridharadas: Are elites really making the world a better place? (n.d.). <https://www.youtube.com/watch?v=jbzvWkbUVEQ>



CLASS 06 — February 20, 2024

Developing an Understanding of Inequality and What To Do About It

- Elenbaas, L., Rizzo, M. T., & Killen, M. (2020). A developmental-science perspective on social inequality. *Current Directions in Psychological Science*, 29(6), 610–616. <https://doi.org/10.1177/0963721420964147>
- Flanagan, C., & Levine, P. (2010). Civic Engagement and the Transition to Adulthood. *The Future of Children*, 20(1), 159–179. <http://www.jstor.org/stable/27795064>

- McLoyd, V. C. (2019). How children and adolescents think about, make sense of, and respond to economic inequality: Why does it matter? *Developmental Psychology*, 55(3), 592–600. <https://doi.org/10.1037/dev0000691>

Optional Readings:

- Rogers, L. O. (2019). Commentary on economic inequality: “What” and “who” constitutes research on social inequality in developmental science? *Developmental Psychology*, 55(3), 586–591. <https://doi.org/10.1037/dev0000640>
- Kornbluh, M. E., Pykett, A. A., & Flanagan, C. A. (2019). Exploring the associations between youths’ explanations of poverty at the societal level and judgements of distributive justice. *Developmental Psychology*, 55(3), 488–497. <https://doi.org/10.1037/dev0000523>



Three-Part Section
Thinking and Decision-Making: A Model of Philanthropy

CLASS 07 — February 27, 2024

Using Philanthropy To Solve Social Challenges: Identifying and Researching a Challenge

- One Foundation. (2020). *Impact Report 2004-2013*. <https://philanthropy.ie/wp-content/uploads/2020/08/One10-2004-2013-Impact-Report-The-One-Foundation.pdf>



CLASS 08 — March 5, 2024

A Theory of Change (Examples of theories of change will be provided.)

- Bailey, D., Duncan, G. J., Odgers, C. L., & Yu, W. (2017). Persistence and fadeout in the impacts of child and adolescent interventions. *Journal of Research on Educational Effectiveness*, 10(1), 7–39. <https://doi.org/10.1080/19345747.2016.1232459>



Spring Break: March 11–15, 2024 — NO CLASS March 12, 2024



CLASS 09 — March 19, 2024

How Will You Know If Your Approach Works? Measuring Impact

- Caviola, L., Schubert, S., & Greene, J. D. (2021). The psychology of (in) effective altruism. *Trends in Cognitive Sciences*, 25(7), 596–607. <https://doi.org/10.1016/j.tics.2021.03.015>

- Summaries of RCT grants. (n.d.). Arnold Ventures. Retrieved January 10, 2024, from <https://www.arnoldventures.org/summaries-of-rct-grants>
- What is high impact philanthropy? (n.d.). Center for High Impact Philanthropy - University of Pennsylvania. Retrieved January 10, 2024, from <https://www.impact.upenn.edu/what-we-do/what-is-high-impact-philanthropy/>
- Levy, N., Lerman, A. E., & Dixon, P. (2023). Reimagining public safety: Defining “community” in participatory research. *Law & Social Inquiry*, 1–22. <https://doi.org/10.1017/lsi.2022.94>
- Stevenson, M. T. (2023). Cause, Effect, and the Structure of the Social World. *BOSTON UNIVERSITY LAW REVIEW*, 103:2001, 2001–2047. <https://dx.doi.org/10.2139/ssrn.4445710>

Optional Readings:

- Buggs, S. (2022). Community-based violence interruption and public safety. Arnold Ventures.
- Violence Reduction: Supporting Community Safety. (n.d.). Arnold Ventures.



Class 10 — March 26, 2024

Creating Community To Sustain Progress: From Top Down to Bottom Up, Inclusive Approaches To Addressing Community Challenges

- Kroll, A. (2017, June 27). Meet the megadonor behind the LGBTQ rights movement: How Tim Gill turned a \$500 million fortune into the nation’s most powerful force for LGBTQ rights. *Rolling Stone*. <https://www.rollingstone.com/politics/politics-features/meet-the-megadonor-behind-the-lgbt-q-rights-movement-193996/>
- Thomas, S. K. (2023). Leveraging the Collective Power of Philanthropy. *Stanford Social Innovation Review*. <https://doi.org/10.48558/87JB-W984>
- Desmond, M. (2023). Chapter 7: Tear Down the Walls. In *Poverty, by America* (pp. 119–139). Crown Publishing Group.
- Lief, L. (2023, May 25). Philanthropy needs to rethink its approach to civic engagement. *Inside Philanthropy*. Retrieved November 7, 2023, from <https://www.insidephilanthropy.com/home/2023/5/24/philanthropy-needs-to-rethink-its-approach-to-civic-engagement>



Class 11 — April 2, 2024

Negotiation & Conflict Resolution: Difficult Conversations About Philanthropy and Justice

- Coleman, P. T. (2006). Power and conflict. *The handbook of conflict resolution: Theory and practice*, 120-143. https://doi.org/10.1007/978-1-4419-9994-8_5

- Deutsch, M. (1975). Equity, equality, and need: What determines which value will be used as the basis of distributive justice?. *Journal of Social issues*, 31(3), 137-149. <https://doi.org/10.1111/j.1540-4560.1975.tb01000.x>
- Deutsch, M. (2011). Justice and Conflict. In Coleman, P. (eds) *Conflict, Interdependence, and Justice. Peace Psychology Book Series*, vol 11, 29–55. Springer, New York, NY. https://doi.org/10.1007/978-1-4419-9994-8_5
- Druckman, D., & Wagner, L. M. (2016). Justice and negotiation. *Annual Review of Psychology*, 67(1), 387–413. <https://doi.org/10.1146/annurev-psych-122414-033308>
- Fine, M., & Halkovic, A. (2014). A delicate and deliberate journey toward justice: Challenging privilege: Building structures of solidarity. In: *The Handbook of Conflict Resolution: Theory and Practice* (Eds. Peter T. Coleman, Morton Deutsch, and Eric C. Marcus), 56-75.
- Stone, D., Patton, B., & Heen, S. (2023). (Chapter TBD). In *Difficult conversations: How to discuss what matters most* (Revised edition). Penguin Books.



Class 12 — April 9, 2024

Unintended Consequences and What We Need to Know To Avoid Doing Harm

Revisit concepts from:

- *A just transition for philanthropy*. (n.d.). *Justice Funders*. Retrieved January 5, 2024, from <https://justicefunders.org/thought-leadership/just-transition-for-philanthropy/>



Class 13 — April 16, 2024

New Approaches to Philanthropy and Just Societies

- Summary discussion of all course materials

Optional Readings:

- Singer, P. (2016). *The Most Good You Can Do: How Effective Altruism is Changing Ideas About Living Ethically* (pp. TBD). Yale University Press.
- Leaphart, K. (2022, April 25). Four ways the future of philanthropy will be different. *Philanthropy News Digest (PND)*. <https://philanthropynewsdigest.org/features/commentary-and-opinion/four-ways-the-future-of-philanthropy-will-be-different>
- Rogers, R. (2015). Making public policy: The new philanthropists and American education. *American Journal of Economics and Sociology*, 74(4), 743–774. <https://doi.org/10.1111/ajes.12113>



Class 14 — April 23, 2024

In-Class Group Presentations and Award Allocation Voting

- Group Presentations of organizations selected to move to the final round of decision-making for funding, plus review of each group’s Final Memo
- Vote on amounts to be given to each organization selected
- Notify selected organizations and invite them to the Giving Ceremony (date TBD)



Giving Ceremony — Date TBD (between April 30, 2024 – May 10, 2024)

- Attendance and participation in the Giving Ceremony will count as your Final Exam for the course. Once the Giving Ceremony date is announced, please *inform your instructors and/or TA if you have a conflict* with a final exam for another course.



Additional bibliography references:

- Aaker, J. L., & Akutsu, S. (2009). Why do people give? The role of identity in giving. *Journal of Consumer Psychology*, 19(3), 267–270. <https://doi.org/10.1016/j.jcps.2009.05.010>
- Bekkers, R., & Wiepking, P. (2011). A literature review of empirical studies of philanthropy: Eight mechanisms that drive charitable giving. *Nonprofit and voluntary sector quarterly*, 40(5), 924–973.
- Berger, I. E. (2006). The Influence of Religion on Philanthropy in Canada. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 17(2), 115–132.
- Cech, E. A. (2021). *The trouble with passion: How searching for fulfillment at work fosters inequality* (pp. 33–75). University of California Press.
- Eckel, C. C., Herberich, D. H., & Meer, J. (2017). A field experiment on directed giving at a public university. *Journal of behavioral and experimental economics*, 66, 66–71.
- Edwards, M. (2015). Chapter 2: From love to money: Can philanthropy ever foster social transformation? In *New Philanthropy and Social Justice* (pp. 33–46). Policy Press. <https://doi.org/10.51952/9781447317005.ch002>
- Freeman, T. M. (2020). Introduction (pp. 1–24) and Conclusion (pp. 185–200). In *Madam C. J. Walker’s Gospel of Giving*. University of Illinois Press.
- Frey, E. (2021). Reflections on philanthropy and organizing in the United States. *Journal of Community Psychology*, 49(8), 3215–3231. <https://doi.org/10.1002/jcop.22715>
- Gangadharan, L., Grossman, P. J., Jones, K., & Leister, C. M. (2018). Paternalistic giving: Restricting recipient choice. *Journal of Economic Behavior & Organization*, 151, 143–170.
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