

HODC 3352: PHILANTHROPY & SOCIAL PROBLEM SOLVING
Spring 2024 / 3 credit hours / T/Th 2:45 – 4:00 Room: Magnolia 6 Room 111
Professor: Kimberly Bess
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Most people think that Americans are generous because we are rich. The truth is that we are rich, in significant part, because we are generous. — Claire Gaudiani

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

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

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

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

This course provides you an opportunity to engage in the practice of philanthropy while learning about charitable giving, social problem solving, and the philanthropic and non-profit sectors. Working in teams, you will distribute \$25,000- \$45,000 or more (donated by the Philanthropy Lab, with totals depending on bonuses you earn, to local non-profits.) To do so, you will analyze community needs, consider approaches to social problems, investigate the effectiveness of organizations in solving them, and make plans to evaluate your gifts in the future. At the same time, you will read about different approaches to philanthropy including both philosophic approaches and organizational structures in the philanthropic sector and critiques of that sector.

This course aligns with HOD mission of preparing students to “find solutions to human problems in organizations and communities.” The course is rooted in the philosophy of American Pragmatism and John Dewey and emphasizes linking academic knowledge and theory to personal and professional practice through tackling organizational and community issues and concerns.

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

Prerequisites

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

Office Hours

Professor Bess: I am **always** happy to meet with you either in person or on ZOOM. To set up an appointment, please email me at: Kimberly.d.bess@vanderbilt.edu. During weeks where you have larger assignments due, I will post additional meeting times that I will be available to meet with you or your team.

Course Structure

- Part 1: Issue Identification. Class members will be broken up into teams based on interest in particular issue areas (4 to 5 groups expected). Each team will identify problems and/or opportunities in their area and research conditions within Nashville. For example, if your broad area is education: dropout rates; college admissions; gifted and talented programs; opportunities for advanced study; absenteeism; suspensions; teacher turnover; test scores; performance differentials by neighborhood, race, gender, etc.). Individual students will pitch their preferred issue to the team based on a firm empirical grounding in the area selected, and teams will select an issue to pursue.
- Part 2: Approaches to Change. Teams will conceptualize potential interventions to address problems or promote opportunities in the areas identified. What interventions align with different definitions of the problem or opportunity: services or advocacy? prevention or remediation? Incremental or transformative change? individual options or organizational or systems-level interventions? What is the evidence for the different theories of change? What is the role of the non-profit sector with respect to the problem? What leverage might philanthropic dollars have? Individual students will pitch particular approaches to the team, based on the evidence they assemble, and teams will select one or two to pursue.
- Part 3: Evaluating Organizational Approaches. Drawing on the issue identified and the conceptual approaches to addressing this problem, teams will identify a small pool of local organizations (defined as anywhere you are willing to visit) that fit the selected approach, analyze these organizations to determine those likely to have the greatest impact. You will conduct site visits with three to four finalists, and select an organization to propose to the class for funding. Teams will prepare briefing books that reflect their decision and all the stages that led up to it. Teams will also decide how to evaluate the success of their grant.

- Part 4: Decision-making. Students will make decisions at several stages in the class (e.g., choosing the problem or issue to pursue), and at the end will make final decisions about how they, acting as a Foundation, will allocate their resources for maximum impact on the issues identified. Groups will make presentations to the class to make the case for funding based on their research and analysis, and the class will decide.
- Throughout: We will discuss and critique the philanthropic sector.

TEXTS FOR COURSE

We will use one textbook with supplemental readings to be posted on Brightspace:

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

ASSIGNMENTS AND GRADING

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

ASSIGNMENT 1. Each student will initial the grant letter and either register and complete the pre-course survey or decline registration (1%, ungraded). **Due January 11.**

ASSIGNMENT 2. Each student will submit a paper, pitching a *particular problem or opportunity* to their group, with documentation of a) the magnitude of the problem or scope of the opportunity and changes over time; b) the importance of this issue (using whatever criteria you choose); c) who is affected; and d) who is being served. **Due January 25.** [15% of grade] [Individual assignment]

ASSIGNMENT 3. Each student will submit a paper considering at least two alternative conceptual approaches to the issue that their GROUP has selected for focus, each of which is embodied by a local organization. How does each approach define the issue, and how do different definitions imply different courses of action? What is the theory of change? Include a logic model for each approach. Cite high-quality evidence from the research literature. Indicate where you must make assumptions for lack of direct evidence. Note – you are NOT expected to contact organizations for this assignment. The sole point of identifying organizations is to make sure that your approach exists. You should use the research literature to evaluate approaches, although you may, optionally, include evidence from organizational websites. **Due February 8** [20% of grade] [Individual assignment]

ASSIGNMENT 4. Groups will prepare for visits to organizational finalists. To do so, a) describe your criteria for evaluating organizations b) develop an interview guide, including questions you want to answer for all organizations, as well as specific questions for each finalist organization. **Due February 20.** [5% of grade] [Team assignment]

After the group narrows the list of organizations under consideration each student will participate in AT LEAST one in-person or virtual group visit to an organizational finalist. [Ungraded, but member participation will influence the final grades of the briefing books. Visit reports are included in an Appendix to the briefing book.]

ASSIGNMENT 5. The group will prepare a *briefing book* describing the need or opportunity identified (with evidence), the definition of the issue and the theory of change (with evidence), the funding strategy, the evaluation of organizational finalists (with evidence), the recommended organization, why it was selected, how money would be used at different levels of funding, and how the change efforts should be evaluated. (Keep these realistic!) An appendix should a report about each organization visited including the date of the visit, who at the organization was interviewed, and who in the team participated. **Due April 2** [25% of grade] [Team assignment]

ASSIGNMENT 6. For each briefing book other than your own, list at least one pro, one con, and one question. **Due April 9** [3% of grade] [Individual]

ASSIGNMENT 7. Each group will make a *presentation* to the class about their issue, and the organization they nominated for funding (based on that organization's anticipated impact on this issue in Nashville), and how impact should be evaluated. Each member of the group must participate in this presentation. **Due April 9 or April 11** [5% of grade] [Group assignment]

ASSIGNMENT 8. Complete post-test survey (if registered) and Vanderbilt evaluation (1% ungraded). **Certify completion by April 18.**

ASSIGNMENT 9. Develop an evaluation plan for your organization. Think about your busy selves 1-2 years in the future, as well as how much you are contributing to the organization's budget. Propose a *modest* plan for how you will evaluate your grant. **Due April 21.** [5% of grade] [Group assignment]

ASSIGNMENT 10. Complete a group member contribution form that rates and describes the contributions of each group member, including yourself. This form is ungraded, but your contribution to your group will be 10% of your grade. **Due April 21.** [Individual assignment]

Weekly Reading Responses (RRs). Learning is enhanced when students have done the required reading in advance and reflected on it before the class meets. For this reason, a portion of your grade for this class will be a series of written responses to weekly readings (**12 total with the 2 lowest grades dropped**)— which I call *reading response or RRs*. RRs are meant to be very short. Check Brightspace for specific instructions for each RR.

You are required to submit your RR to **Brightspace before class (See Schedule of Assignments for dates)**. **RRPs will not be accepted after 2:45 on the day they are due.** Because RRs are intended to support class discussion, **no late RRs will be accepted.** Grades will be assigned as follows:

- High Pass (100%). Student has completed all elements of the assignment and fully engaged material, demonstrating a basic understanding of the concepts presented and issues raised. The student's response is insightful and/or raises critical questions about the readings.
- Low Pass (80%). Student has completed and submitted the assignment but not fully engaged the material. Key parts of the assignment may be missing and/or the student's response to the reading lacks depth and does not demonstrate a basic understanding of the material.
- Fail (0%). Student fails to complete and submit the assignment prior to class OR it is not clear from the student's response that he/she has completed the reading.

Overview of Course Deliverables			
Assessments		Points	Due Date
Weekly Reading	Reading Responses (11 with 2 lowest dropped)	1 each 9 Total	See weekly schedule on Brightspace
Grant Making Process	Assignment 1: Certification of pre-course survey and initial grant letter (Individual)	1	1/11
	Assignment 2: Problem or Opportunity Pitch (Individual)	15	1/25
	Assignment 3: Alternative Approaches Paper (Individual)	20	2/8
	Assignment 4: Prepare for Visits to Organizational Finalists (Team)	5	2/20
	Assignment 5: Briefing Book Assignment (Team)	25	4/2
	Assignment 6: Pros Cons and Questions (Individual)	3	4/9
	Assignment 7: Group Presentations to Class (Team)	5	4/9 & 4/11
	Assignment 8: Certification: Post-Class Survey and Vanderbilt Evaluation (Individual)	1	4/18
	Assignment 9: Evaluation Plan for Organizations (Team)	5	4/21
	Assignment 10: Group Member Contribution Form (Individual)	10	4/21
Philanthropy Lab Tasks	Student Grant Review	-	1/11
	Student Pre-Course Survey	-	1/11
	Student Post-Course Survey	-	4/18
	Student Post Giving Goals	-	4/18
Participation	Instructor Discretion +/- up to 3% of Final Course Grade	-	Weekly
	Midterm TEAM Check-in	1	3/19
TOTAL		100	

Late Work Policy:

You are expected to turn in your assignments before class on the date they are due. Your teammates depend on your timely submission of work. In the event that you turn your assignment in after the due date, 10% will be deducted from your grade for each 24-hour period (or part thereof) that the assignment is late. Reading Responses (RR's) cannot be late.

Grading Scale:

There is a total of 100 points possible for the assignments from this class. Final grades will represent the percentage of these points that you earned. Letter grades will be assigned as follows:

94% or higher:	A
90-93.9%	A-
87-89.9%:	B+
83-86.9%:	B
80-82.9%	B-
77-79.9%:	C+
73-76.9%:	C
70-72.9%	C-
60-69.9%:	D
59% or below:	F

Grading Concerns:

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

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

ADDITIONAL POLICIES:

Class Participation & Learning Culture

This class by its very nature is experiential, and as a result, your ongoing participation and engagement are critical for meeting course learning objectives and creating a vibrant learning community. The class is designed to provide you with different ways of participating. Each of you will be assigned a small team that will serve as your learning community and your grant team. We will use teams for small group discussions, activities, for learning about the grant-making process. We will also frequently engage in group discussion as a class and I encourage every member of the class to contribute thoughts, ideas, questions. In my experience, there are times when a student may perform way above or way below the standard expectation for students. For these circumstances, I reserve the right to recognize truly outstanding participation by adding extra points to a student's final grade (up to 3%) or deducting points (up to 3%) in cases in which a student fails to meet minimal participation requirements. The expectations for participation are as follows:

- Arrive to class on time ready to participate.
- Complete readings in advance, post reading response papers to group and come to class prepared to discuss material and share ideas.
- Contribute to and engage in class discussions on a regular basis through talking and listening.
- Recognize, encourage, invite, and respect the participation of others in the class.
- Contribute ideas and thoughts during learning community discussions.
- Provide ongoing support and challenge to members of your learning community.
- Maintain high levels of professionalism inside and outside the classroom. This includes preparation, punctuality, and communication with instructor, classmates, and community members.
- Step into leadership role when needed by your team.

Although the general risk for COVID 19 has waned, the risk still exists. It is important that we are respectful of and generous toward each other in the event that new outbreaks occur.

Attendance

This class is designed to meet many of its core learning objectives through teamwork & collaboration. As a result, **class participation and attendance are mandatory**. Absences for a serious medical issue/family emergency (e.g., illness requiring hospitalization) or an officially recognized religious holiday are considered excused. **Minor illness without documentation, interviews, family obligations, or other unforeseen circumstances are NOT excused absences**. To accommodate these circumstances, I allow you to miss up to three classes without affecting your final grade. More than 3 unexcused absences will result in the following deductions from your final grade:

- 0-3 absences = no deductions
- 4-5 absences = 3% deduction
- 6-7 absences = 6% deduction
- 8 absences = 10% deduction
- 9 or more = 15% deduction

*****NOTE: As we continue to live with the COVID-19 pandemic, you may experience unforeseen challenges (e.g., prolonged illness or other personal difficulties) that may result in legitimate absences that may exceed the limit. It is extremely important that you contact me, if you are encountering ongoing difficulties that lead to numerous absences so that I can work with you to get back on track. I am so happy to do so.**

*****NOTE: If you miss class, it is your responsibility to get notes from team or classmates and/or arrange to meet with me.**

Use of AI in the Course:

For the purposes of this course, the use of AI tools such as GPT4, Bing, Claude, or Bard falls under two categories:

- 1. text-generation tool (prohibited);
- 2. research, brainstorming, and editorial aid (permitted).

Please carefully read the **full AI Policy** description and rationale, which you will find on Brightspace under *Content, Course Resources*. Failure to adhere to this policy, or to acknowledge your use of such a tool, constitutes a violation of Vanderbilt's honor code. Feel free to consult me if you have any questions about this.

Classroom Health and Safety

Our mutual commitment to health and safety is vital. Toward that end, all students are expected to adhere to Vanderbilt Health and Safety protocols. Guidance may be updated throughout the semester.

Honor Code

All work submitted in this course is governed by provisions of the Vanderbilt University Honor Code, found in the student handbook: https://www.vanderbilt.edu/student_handbook/the-honor-system/. If you have any doubts about how the Honor Code applies to your work in this class, please ask me for clarification. Uncertainty about application of the Honor Code does not excuse a violation.

In particular, creative work including papers and presentations must assign credit to the sources you use. Material borrowed from another--quotations, paraphrases, key words, or ideas-- must be credited following appropriate citation procedures (footnotes and bibliography). Individual assignments should be your own work; group assignments should be the work of the group.

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

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

Classroom Accommodations

Vanderbilt is committed to equal opportunity for students with disabilities. If you need course accommodations due to a disability, please contact [VU Student Access Services](#) to initiate the process. After SAS has notified me of relevant accommodations, we will discuss how these accommodations may best be approached in this class, and I will facilitate the accommodations.

Mental Health & Wellness

If you are experiencing undue stress that may be interfering with your ability to perform academically, Vanderbilt's Student Care Network offers a range of support services. The Office of Student Care Coordination (OSCC) is the central and first point of contact to help you navigate and connect to appropriate resources. You can schedule an appointment with the OSCC at <https://www.vanderbilt.edu/carecoordination/> or call 615-343-WELL. You can find a calendar of services at <https://www.vanderbilt.edu/studentcarenetwork/satellite-services/>.

If you or someone you know needs to speak with a professional counselor immediately, the University Counseling Center offers Urgent Care Counseling. Students should call the UCC at (615) 322-2571 during office hours to speak with an urgent care clinician. You can also reach an on-call counselor after hours or on the weekends by calling (615) 322-2571 and pressing option 2 at any time. You can find additional information at <https://www.vanderbilt.edu/ucc/>.

Mandatory Reporter Obligations

All University faculty and administrators are mandatory reporters. What this means is that all faculty, including me, must report allegations of sexual misconduct and intimate partner violence to the Title IX Coordinator. In addition, all faculty are obligated to report any allegations of discrimination. I am willing to discuss with you such incidents but can only do so in the context of us both understanding my reporting obligations. If you want to talk with someone in confidence, officials in the Student Health Center, the University Counseling Center, and the Office of the Chaplain and Religious Life (when acting as clergy) can maintain confidentiality. In addition, officials in the [Project Safe Center](#) have limited confidentiality, in that they must report the incidents but can do so without providing identifying information. The Project Safe Center serves as the central resource for those impacted by sexual misconduct and intimate partner violence and can assist with navigating all facets of the University's resource and support network and other processes.

Names and Pronouns

If you would like to use a different name or pronouns than those provided through YES, please let me know at any time prior to or during the semester. Information is available through the [LGBTQI Life offices](#) about how to change either or both of these in YES.

Phone & Laptop Policy:

Your phone should be placed in your backpack/bag during for the duration of class. **During class** phone use (receiving/making calls, texting, browsing) **is prohibited**. Violation of this policy will adversely affect a student's participation grade.

Please bring laptops to class because some classroom activities and exercises will require them.

However, laptops are prohibited unless the professor instructs otherwise. If you have questions about this policy or the research that supports it, please see: Barbash, F. (2014). Why students using laptops

learn less in class even when they really are taking notes. Washington Post, April 28.

Students Needing Schedule Accommodations:

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

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. I call on you to be respectful of your fellow students and encourage you to let me know how to improve the effectiveness of the course for you personally or for other students or student groups.

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

Course Calendar and Readings

HOD 3352 Schedule Spring 2024	
DATE	READINGS & ASSIGNMENTS
Week 1 1/9 & 1/11	INTRODUCTION TO PHILANTHROPY READING <ul style="list-style-type: none"> Textbook -- Brest & Harvey Money Well Spent: A Strategic Plan for Smart Philanthropy <ul style="list-style-type: none"> Introduction & Ch. 1 The Promise of Strategic Philanthropy (pp. 5-27). PHILANTHROPY LAB TASKS (We will do this together in class): <ul style="list-style-type: none"> Read the Student Welcome Letter Read: 2023-24 Vanderbilt Grant Letter Access: The Philanthropy Portal & Register (or decline) <ul style="list-style-type: none"> Initial 2023-24 Vanderbilt Grant Letter Complete Pre-Course Survey ASSIGNMENTS DUE: <ul style="list-style-type: none"> Complete Assignment 1 (in which you certify that you have completed the 2 Philanthropy Lab tasks above) (1/11) COMPLETE: "Getting to Know You Survey" (Link in Brightspace under Content, Week 1) (1/11)
Week 2 1/16 & 1/18	ISSUE IDENTIFICATION & MODERN PHILANTHROPY READING <ul style="list-style-type: none"> Textbook -- Brest & Harvey (2018). Money Well Spent: A Strategic Plan for Smart Philanthropy <ul style="list-style-type: none"> Ch. 2 Problem Analysis (pp. 29-47) Reich, R. (2005, Winter). A failure of philanthropy. American charity shortchanges the poor, and public policy is partly to blame. <i>Stanford Social Innovation Review</i>. (8 pages) Kolbert, E. (2018). Gospels of giving for the new gilded age. <i>Shaking the Foundations</i>. The New Yorker, August 27, 2018. (4 pages) Burton, D O. & Barnes, B.C.B (2017, Jan 3.) Shifting philanthropy from charity to justice. <i>Stanford Social Innovation Review</i>. (3 pages)

	<ul style="list-style-type: none"> Singer, P. (2013, August 10). Good charity, bad charity. <i>The New York Times</i>. (2 pages) <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> RR 1 (Reading Response 1) (1/16)
<p>Week 3: 1/23 & 1/25</p>	<p>ISSUE IDENTIFICATION & MODERN PHILANTHROPY</p> <p>READING</p> <ul style="list-style-type: none"> Gates, B. (2007). Remarks at Harvard Commencement, 2007. Scott, M. (2021) Seeding by ceding. Blog post, Medium.com https://mackenzie-scott.medium.com/seeding-by-ceding-ea6de642bf Chiu, A. (September 14, 2022) Patagonia founder gives away company: “Earth is now our only shareholder.” <i>The Washington Post</i>. https://wapo.st/3f8O8wi Singer, P. (2006, December 17) What should a billionaire give – and what should you? <i>The New York Times</i>. <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> RR 2 (2/23) ASSIGNMENT 2 (Individual): Problem/Opportunity Pitch (Due 1/25 Before Class) <i>NOTE: Be prepared to convince your group!</i>
<p>Week 4: 1/30 & 2/1</p>	<p>SYSTEMS APPROACHES & ALTERNATIVE APPROACHES TO PHILANTHROPIC PROBLEM SOLVING</p> <p>READINGS</p> <ul style="list-style-type: none"> Textbook -- Brest & Harvey (2018). Money Well Spent: A Strategic Plan for Smart Philanthropy <ul style="list-style-type: none"> Ch. 3 Developing Solutions (pp. 48-60) Ch. 4 From Theory to Action (pp. 61-75) W. K. Kellogg Foundation (2004). Logic Model Development Guide. Ch. 1: Introduction to Logic Models. (pp. 1-14). <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> RR 3 (1/30)
<p>Week 5 2/6 & 2/8:</p>	<p>CONSIDERATIONS FOR PHILANTHROPIC INVESTMENTS</p> <p>READING</p> <ul style="list-style-type: none"> Textbook -- Brest & Harvey (2018). Money Well Spent: A Strategic Plan for Smart Philanthropy <ul style="list-style-type: none"> Ch. 7 Preparing to Open for Business (pp.115-128) Ch. 8 Inviting Proposals and Conducting Due Diligence (pp. 129-147) Ch. 9 Forms of Philanthropic Engagement and Funding (pp. 148-163) <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> RR 4 (2/6) Assignment 3 (Individual): Alternative Approaches Paper (Due 2/8)
<p>Week 6 2/13 & 2/15:</p>	<p>PREPARE FOR ORGANIZATIONAL VISITS & CONCEPTUALIZING TARGETS OF CHANGE</p> <ul style="list-style-type: none"> Work on Assignment 4 Assignment 4 Resource: <i>Harvard: Strategies for Qualitative Interviews</i> <p>READING</p> <ul style="list-style-type: none"> Textbook -- Brest & Harvey (2018). Money Well Spent: A Strategic Plan for Smart Philanthropy <ul style="list-style-type: none"> Ch. 10 Impact Investing and Mission Investments (pp. 164-187) Gregory, A. G., & Howard, D. (2009). The non-profit starvation cycle. <i>Stanford Social Innovation Review</i>, Fall, 2009, 49-53. Keegan (2021). Community-engaged philanthropy: The role of the fundraiser in building equitable communities. <i>Journal of Philanthropy & Marketing</i>. (9 pages)

	<p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> • RR 5 (2/13)
<p>Week 7 2/20 & 2/22</p>	<p>BEGIN ORGANIZATIONAL VISITS & CONCEPTUALIZING IMPACT</p> <p>READING</p> <ul style="list-style-type: none"> • Textbook -- Brest & Harvey (2018). Money Well Spent: A Strategic Plan for Smart Philanthropy <ul style="list-style-type: none"> ○ Ch. 5 Evaluating the Impact of your Philanthropy (pp. 76-91) ○ Ch. 6 Using Outcome Data to Increase Your Impact (pp. 92-128) • W. K. Kellogg Foundation (2004). Logic Model Development Guide. Ch. 4 Using your logic model to plan for evaluation. (pp. 35-48). • Fitzsimmons, K. (2015, March 16). Getting the most out of evaluation. Non-Profit Quarterly. <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> • RR 6 (2/20) • ASSIGNMENT 4 (Team) (2/20): Prepare for visits to organizational finalists.
<p>Week 8 2/27 & 2/29 (NO CLASS – SITE VISITS)</p>	<p>CONDUCT ORGANIZATIONAL VISITS & CONCEPTUALIZATIONS OF EFFECTIVE PHILANTHROPY</p> <p>READING</p> <ul style="list-style-type: none"> • Textbook -- Brest & Harvey (2018). Money Well Spent: A Strategic Plan for Smart Philanthropy <ul style="list-style-type: none"> ○ Ch. 11 Working with Others in the Field (pp. 188-209) ○ Ch. 12 Principles and Practices of Effective Philanthropy (210-214) • Barkan, J. (2013, Fall). Plutocrats at work: How big philanthropy undermines democracy. Dissent. • Schambra, W. (2013). Escaping philanthropy’s house of mirrors: Foundations and engagement. Nonprofit Quarterly. • Reich, R. (2013, Mar. 1). What are foundations for? The Boston Review. <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> • RR 7 (2/27)
<p>Week 9 3/5 (NO CLASS SITE VISITS) & 3/7</p>	<p>COMPLETE ORGANIZATIONAL VISITS & PHILANTHROPIC GOALS</p> <p>READING</p> <ul style="list-style-type: none"> • Textbook -- Brest & Harvey (2018). Money Well Spent: A Strategic Plan for Smart Philanthropy <ul style="list-style-type: none"> ○ Ch. 13 Promoting Knowledge (pp. 215-238) ○ Ch. 14 Improving Individual Lives (pp. 239-261) <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> • RR 8 (3/7)
<p>3/12 & 3/14 --SPRING BREAK</p>	
<p>Week 10 3/19 & 3/21</p>	<p>PHILANTHROPIC GOALS: INFLUENCE & IMPACT</p> <p>READING</p> <ul style="list-style-type: none"> • Textbook -- Brest & Harvey (2018). Money Well Spent: A Strategic Plan for Smart Philanthropy <ul style="list-style-type: none"> ○ Ch. 15 Influencing Policy Makers and Businesses. (pp. 262-290) ○ Ch. 16 Structures of Philanthropy (pp. 293-303) <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> • RR 9 (3/19) • Midterm TEAM Check-in (3/19)
<p>Week 11 3/26 & 3/28</p>	<p>REFLECTIONS ON MODERN PHILANTHROPY & YOUR PLACE IN IT</p> <p>READING</p> <ul style="list-style-type: none"> • Textbook -- Brest & Harvey (2018). Money Well Spent: A Strategic Plan for Smart Philanthropy

	<ul style="list-style-type: none"> ○ Ch. 17 Principal and Principle (pp. 304-314) ○ Afterword: The Responsibilities of Strategic Philanthropy (315-317) ● Dorothy A. Johnson Center for Philanthropy. (2023). 11 Trends in Philanthropy for 2023. <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> ● RR 10 (3/26)
Week 12 4/2 & 4/4	<p>BUILDING A PROCESS OF FOR EFFECTIVE PHILANTHROPIC DECISION MAKING</p> <p>READING</p> <ul style="list-style-type: none"> ● Decision-Making in the Visionary Board Room <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> ● ASSIGNMENT 5 (Team): Briefing Book (<i>Due 4/2</i>) ● RR 11 (4/2)
Week 13 4/9 & 4/11	<p>TEAM PRESENTATIONS TO BOARD</p> <p>READING</p> <ul style="list-style-type: none"> ● Briefing Books from other groups <p>PHILANTHROPY LAB TASKS:</p> <ul style="list-style-type: none"> ● Access: The Philanthropy Portal <ul style="list-style-type: none"> ○ Complete Post-Course Survey ○ Complete Giving Goals <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> ● ASSIGNMENT 6 (Individual): Pros, Cons, and Questions (<i>Due 4/9</i>) ● ASSIGNMENT 7 (Team): Team Presentation
Week 14 4/16 & 4/18	<p>BOARD MEETING (4/16)</p> <p>PHILANTHROPY LAB TASKS:</p> <ul style="list-style-type: none"> ● Access: The Philanthropy Portal <ul style="list-style-type: none"> ○ Complete Post-Course Survey ○ Complete Giving Goals <p>ASSIGNMENTS DUE:</p> <ul style="list-style-type: none"> ● ASSIGNMENT 8 (Individual): Certification: Post class-survey (if registered) and Vanderbilt evaluation (<i>Due 4/18</i>)
Finals Week	<p>GIVING CEREMONY: During Final Exam Time</p> <p>ASSIGNMENT 9 (Team): Evaluation Plan for Organization (<i>Due 4/21</i>)</p> <p>ASSIGNMENT 10 (Individual): Group Member Contribution Form (<i>Due 4/21</i>)</p>