

EDUC 769-001

Philanthropy and Higher Education Fall 2014

*Course Syllabus*¹

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Introduction and Purposes of the Seminar

Themes of Consideration

This seminar is organized to address two related themes. First, it provides a historical, philosophical, and organizational overview of the role and practice of philanthropy in the United States. This first theme is developed within the context of a society which is experiencing dramatic changes in its economic and political environments and one in which philanthropy plays an increasingly important role. Accordingly, we will explore the roots of philanthropy in Western thought, how it came to be integral to the formation of American public and private life, its impact on our institutions, and its contemporary expressions and challenges.

This general theme is then considered in the context of American higher education with special reference to the ways that philanthropic giving influenced the formation of U.S. colleges and universities and how recent trends in philanthropic support could be reshaping its values and practices. The seminar examines the implications for leadership, scholarship, policy, and practice in higher education that are associated with an increasing reliance on all forms of external support. It also prepares participants for engagement in philanthropic activity as both donors and recipients, with an increased awareness of the complexities that are inherent in either role.

Experimental Practice

The seminar incorporates a unique feature that allows students to experience the challenges of practice in the field of philanthropic giving. As a class, we will organize ourselves to award a significant amount of money to one or more community non-profit groups. The challenges of managing this responsibility as a collaborative venture within a defined time frame and according to given parameters will soon be obvious.

¹ The syllabus is not a contract, it is a plan. Each version of the syllabus will be dated so that any future changes can be tracked. When changes are made to the syllabus, it will be announced on the C-Tools site and in class.

Participation in the Seminar

The seminar has attracted different participants over the last five years. It began as an introductory course for graduate students who might be considering a professional role in the broad area of philanthropy and advancement, but it also proved of interest to aspiring higher education faculty and administrators who simply wanted to know more about this emerging field. Recently, students from other disciplines outside of higher education have also been attracted to the seminar and have made stellar contributions drawing on their various insights. The seminar now typically includes all of these groups plus individuals who have some background in business, fund-raising, or non-profit management. In the past, a number of advanced undergraduate students and students from other institutions have been approved to take the course. In short, the seminar draws on a large and diverse audience of students at many levels of their educational experiences and from a range of academic disciplines.

Intellectual Home: Center for the Study of Higher and Postsecondary Education

The Center for the Study of Higher and Postsecondary Education (CSHPE), founded in 1957 with a grant from the Carnegie Corporation of New York, has consistently been ranked as the nation's leading academic program in its field for over five decades. CSHPE takes an inter-disciplinary approach to examining higher education and higher learning in society. It enrolls students at the doctoral and master's level. This seminar is one of two currently offered in the Center for the Study of Higher and Postsecondary Education as part of a specialized concentration on Philanthropy, Advancement and Development (PAD). For those enrolled in the PAD concentration both of these courses are required and this is generally the first course in the sequence (although they can be taken in either order). The distinction between the two courses is that this seminar begins with history, philosophies, and key concepts and adopts a more societal view of philanthropy. The second course ("Advancement and Development in Higher Education" ED 699) focuses on the organization and functional activities of higher education communication, alumni affairs, fund raising, and strategy. Both seminars are pertinent for participants who are not adopting the PAD concentration, and in fact the majority of students enrolled in previous years have fallen into this category. The seminar also connects with an undergraduate program which is offered to introduce students to careers in philanthropy, the Development Summer Institute Program (D-SIP). This constitutes a unique package of inter-related course offerings organized with the goal of preparing more individuals with a sophisticated understanding of the world of philanthropy and its influence on society.

Framework and Context

While philanthropy plays an increasingly important role in the vitality of American society, it is an idea that is as deeply rooted in our lives as democracy, free enterprise and the interplay of individual and collective interests. As early readings in the seminar will illustrate, it has contributed to the unique evolution of our culture and has shaped our institutions, and yet operates with its own place in the larger societal culture, and in fact is a culture of its own, represented by its own traditions, norms, language, and rituals. Philanthropy is represented through obvious activities which involve the transfer of wealth, power, and opportunity between individuals and institutions, but even these routine practices may obscure its drama in studied nonchalance, veiled language, and ritual.

While always important to the growth of higher education in the United States, philanthropy, is taking on an even more significant role in its modern forms. Once generally thought of as the defining characteristic of private institutions, it now is a crucial component in providing support and enhancement for public institutions as well. This trend toward greater reliance on philanthropy for university innovation and distinction (but also for student access and increasingly for maintaining basic functions) is indicative of a continuing evolution in our sense of what we think of as "private," "public," and "independent" in our social and political economy. While this tension reflects some of the basic arguments that surrounded the first years of American constitutionalism and the precise border between the public and private aspect of colleges and universities has always been shadowy, there is a question to be considered here upon which may hang the future of education as a public good.

The University of Michigan has integrated these elements of sponsorship and support since its founding. Michigan has often been described as a "Public Ivy", and is currently viewed as an emerging model in American higher

education: A great public university sustained and distinguished by significant private support. Because Michigan has a well-established and particularly sophisticated infrastructure for raising external support with record setting results, and because the tension between its public and private nature is so evident, we will occasionally draw on examples from our own campus to illustrate some of the concepts of the seminar.

The “Philanthropy Lab”

We will be cooperating in an innovative program that allows the class, working as a group, to experience some of the challenges associated with giving away money with the intention of promoting a public benefit. Through a generous gift from a relatively small foundation, the class determines how resources should be received and then distributed to community organizations. Participants will examine the impact of awards made by the previous year’s class, the process used to make decisions and how these align with what is being studied in the seminar. Then the class will be asked to set its own mission statement and adopt procedures for making its own awards. The funds available could range as high as \$50,000 based on enrollment.

This practical opportunity will raise questions about efficacy, accountability, risk, pragmatism, ethics and sustainability. The individual and group responsibility associated with this aspect of the course will establish a unique and challenging context for learning. We will be joined in this experiment by students at Princeton, Yale, Stanford, Texas, and a handful of other leading institutions who have been granted similar opportunities.

In summary, through this seminar we will attempt to:

- Establish a general orientation to the field of philanthropy,
- Explore theoretical frameworks which lead to an understanding of the essential processes at work when resources are distributed to support a public cause,
- Connect those frameworks to interests pursued through higher education institutions and in the field of education at large, and
- Gain an exposure to current literatures and information sources that might be helpful to a faculty member, administrator or future donor with an interest in furthering educational opportunities
- Experiment with practices in the field.

Course Expectations and Summarizing the Teaching Strategy

The approach to the seminar and the underlying teaching strategy reflect a few assumptions:

Students bring different experiences, motivations and learning styles to the classroom. The implications of this observation not only include the challenge to bring a wide range of ideas forward through readings and discussion, but also the need to recognize that some students might be taking the class as a basis for further research, others to broaden their career opportunities, out of an interest in higher education or the non-profit sector. Of particular interest is the way in which individuals from different perspectives think about the practice of philanthropy, how the concepts of wealth and legitimacy are intertwined, and how philanthropy is understood from different cultural and personal viewpoints.

The subject matter (philanthropy and higher education) can be approached in a variety of ways. As we will discover, much of what is written about philanthropy as a general subfield of study is derived from the work of practitioners, historians, and occasionally psychologists and economists. But there are many different ways to approach this seminar and we will try and entertain thoughts from a wide range of disciplinary and practice-related perspective. We will respect the tradition established by John Dewey when he taught pedagogy at the University of Michigan over a hundred years ago: we will use the

“circumambulant experience of learning through action” to apply lessons from prior scholarship while we enact the process we are studying.

Learning and philanthropy are each inherently transformational processes hidden in transactional exchanges. This principle is central to the seminar. It has implications for the ways in which learning (and philanthropic exchange) go beyond a redistribution of information or resources between individuals and can have the larger impact of reshaping identities and purpose. This creates a shared opportunity for teacher and student (or beneficiary and benefactor) to expand the parameters of what passes between them and to take greater responsibility for the outcomes of their interaction.

How do these assumptions shape the teaching and learning relationship?

Traditional course expectations (such as reading and writing assignments) will form the “transactional” spine of the seminar and there will be grades and feedback as typically surround teacher-student roles. But consistent with the theme of the course, we know that these things are largely incidental to the reason we are sharing time within the seminar. The greater goal is to

*learn something,
to think differently about the issues we consider and
to build the capacity to act with greater effect in ways that reflect
our personal and professional values.*

I think it is important to keep a focus on these more transforming changes over the course of the semester—and beyond.

The central importance of discussions in the seminar

Ultimately every seminar depends on a robust exchange of ideas between participants. For this to occur, each member must feel welcomed into the discussion and free to offer thoughts, even when they might disagree with those of others. If there is no disagreement, it is unlikely that there will be much in the way of new insight or more broadly informed perspectives.

As an instructor, it is my responsibility to do everything possible to provide an environment that fosters vigorous discussion, one that is thoughtful of the subject matter, respectful, and inclusive. I will work to see that this occurs. But it is equally incumbent on every member of the group to listen carefully and without prejudice, to ground observations in fact and evidence, and to avoid attributions made on the basis of another student’s identity or background. The “space” we create for discussion is as important to the success of the seminar as are the readings and the assignments.

In a seminar on this particular topic, issues of economic class cannot be avoided. It is important that we examine the ways in which differences in wealth and status have been associated with other qualities and characteristics. Unavoidably, in discussion of this topic, generalizations will be made. These should be interrogated and where unfounded, they should be dismissed. We all bring these assumptions into our lives as adults and as scholars. Some of the assumptions we have ascertained are useful and can be verified. Many cannot. But we have to leave room for these ideas to come forward and be examined.

At times discussion in almost any seminar can become uncomfortable. Discomfort is often part of the learning process, but causing discomfort and showing disrespect are entirely different things.

If you feel that you have been shown disrespect in the seminar, think carefully to be as sure as possible that what you have experienced is real and that it is important, then approach the individual or the instructor with your observations. In the interest in assuring an inclusive, active and safe learning environment we will discuss the matter and seek to determine an appropriate course of action.

Students with special learning requirements

If you need some assistance in meeting the expectations of the seminar or if we can be helpful in assuring that you get the full benefit of every learning experience, please let me know if there is anything I can do to help. The University of Michigan has many services and forms of support for students with physical, emotional or learning related needs.

Student rights and responsibilities

The University and the Rackham Graduate School has formal expectations of both instructors and students. These are outlined in documents posted in the University of Michigan web site. Please familiarize yourself with them. Academic dishonesty (for instance) will not be overlooked or taken lightly.

If you feel that I (as the instructor of the course) have violated one of these guidelines, you may either bring it to my attention directly, consult with your advisor or the director of the program (Michael Bastedo), or seek out the assistance of the School of Education ombudsperson.

Appointments with the Instructor

I am happy to see you outside of class! I mean that. Please feel free to set up an appointment or send me an email with some times when you would be free to meet. If I am not traveling, it usually takes about a week to get something arranged so if it is very important that we speak right away, let me know.

Required Texts:

American Foundations: An Investigative History Author: Dowie ISBN: 0-262-04189-8 Publisher: MIT Press

The Seven Faces of Philanthropy Authors: Prince and File ISBN: 978-0-7879-6057-5 Wiley Periodicals

The Insider's Guide to Grantmaking: Joel J. Orosz ISBN: 0-7879-5238-9 Publisher: Jossey-Bass

Other readings will be made available on the course C-Tools Site

Other Readings for Discussion:

For each class meeting there are specific readings that have been identified to spark discussion on a given weekly topic. We hope and anticipate that every student will thoughtfully digest each of these readings and come to class with carefully considered reactions, well-formed questions and original insights. Graduate students at Michigan are expected to make intelligent choices about how much time to invest in a given text, but reading through an article or book chapter is generally not enough to believe it has been mastered. Some of the readings are better endowed than others but please drill down for distinctions and nuances when you sense they may be available.

Also, as suggested above, there are always more good readings to consider than we will have time to discuss. Therefore we have placed some additional resources on the C-tools web site. Many of these are quite interesting (or so we thought). If you discover a reading on the supplemental list (or in your own study) that you think should be included on the syllabus, please let us know.

Consistent with the course description and teaching strategy, readings and assignments will be adapted when possible to fit individual learning objectives. There may be changes made to the syllabus from time to time to create a better “fit” for between student interest and course objectives. We will be happy to work with any student who wants to tailor the readings to better suit their interests. But it is also important that we have some learning experiences in common lest the idea of a seminar is endangered².

C-tools Sites (there are two):

There are two c-tools sites constructed for use in the seminar. One focuses on what might be considered traditional aspects of the seminar. Here you will find the course syllabus, assignments and readings and it includes both a drop box and announcement mechanism for facilitating communication between all of us. This is referred to as “the C-tools site” for the course.

A second site has been developed to help organize information related to the class laboratory project. This site will be seeded with information in early September and be further co-constructed over the semester. To begin with it will have information about the class project as it has shaped by a donor’s vision and it will suggest how students in previous terms have responded to this vision. The site will be gradually augmented as the term progresses. Current participants will also post materials to this site and it will be the place where we “house” our grant making activities. This site is referred to as “the Class Project site”. Both sites are important and everyone should make a point of keeping up with changes on either site.

Remember that assignments for the course should be submitted via the Dropbox function on the the C- tools site unless otherwise specified. The site tracks when postings are submitted so make sure students meet assignments on time unless you have a way of turning back the electronic clock (this is not an invitation to do so).

Please Note:

Announcements are posted on the web site periodically. You will usually get a notice at your UM email address that an announcement has been posted. Even so, it is a good idea to check the sites regularly to make sure you don’t miss anything.

² To facilitate your access to reading material for the course copies of certain reading material have been made available on the seminar’s C-Tools site. Keep in mind that this is offered as a convenience, not to substitute for the experience of visiting one of the University’s many libraries. We apologize as there are occasionally some compromises in the quality of images, generally due to source material or handling. Sometimes the poor quality of scanned copies can be attributed to professorial incompetence in the use of any office equipment patented after 1960. If you wish to read from original sources, the University of Michigan Library system has most of these materials.

A typical grading scheme (based on a possible 105 points):

101+ A+

93-100 A

89-92 A-

85-88 B+

Other grades are available

How are Grades in the Seminar Determined?

There are 105 possible grading points.

Class participation 25 points Total

To receive 15 points under this criterion, a student would appear every time the class meets over the course of the semester, ready to contribute to the seminar with readings prepared and otherwise awake, intellectually alive and fully engaged. It is also expected that students participate fully in the laboratory segment of the seminar and to contribute to the discussions that will be moderated as part of that experience. All of these constitute basic expectations of the seminar.

To receive additional and up to 20 points it will be evident from the discussions that a student has consistently taken time to have deeply consider the readings as such but also show the ability to compare and contrast concepts and ideas in original ways, offer new insights, render good questions, and demonstrate a mastery of the larger emerging themes of the seminar. Preparation and ability to engage actively in discussions of case studies, with guest presenters and in the class project will be judged to be especially important.

Students who in the past have earned 22-25 points for participation in the seminar have done everything described above *and* provided significant leadership in class discussions or the laboratory experience.

If requested, we will provide students with an interim participation grade about half way through the course so that they know where they stand in terms of this measure.

Short Assignments 30 points Total

A number of short assignments will be assigned throughout the term. These will be papers that, for the most part, require some limited outside research and are designed to show that each student is grasping the basic concepts of the seminar and contributing to the accomplishment of course objectives. These short assignments also provide some general sense of how the final examination will be formatted as further described below.

The combined possible score for all short assignments will be 30. Generally a top score on a given assignment is in the range of 8-10, but on occasion I have assigned a score of 11 when the student absolutely nailed an assignment. The last time that happened was in 2011.

1. Assignment A involves answering about 18-20 questions about normative aspects of philanthropy and education based on information available from a standard report of national annual patterns in donations and receipts. Please note that while getting the answers down on paper is not a huge challenge, the assignment requires three steps taken over a week. In the first step the student will answer questions based on available information and a small amount of independent research. In the second step, the student will compare answers with others in their group (and may adjust their own initial responses if they wish). In the third step, the student will respond to two short essay questions.
2. Assignment B is associated with the Philanthropy Lab experience. This assignment will be described in greater detail in class, but essentially it involves identifying and researching two qualifying non-profit organizations for consideration by the class in its deliberation regarding how to distribute \$50,000 in private support.
3. Assignment C asks the student to choose from a list of significant gifts made to higher education, to use evidence to explore the possible motives of the donor and the institution, and to write a convincing essay which explores whether those motives and intentions were realized in the fulfillment of the gift.

The due dates for each of these assignments will be announced in class.

Presentation of Funding Opportunity (Group Presentation) 25 Points Total

Students will form groups to present a formal proposal for funding a non-profit organization of their choosing. This assignment will require considerable research, organization and thought. The grading will be determined on the collective representation of the students' work, with points given according to a point scale which includes clarity of the overall presentation, demonstration of need, sophistication of a logic model that translates the "theory of change" into a cogent logic model, the ability to field questions about the "ask" and a subsequent written summary of the presentation with responses to any key questions raised during the discussion. The written summary of the report will be due one week after the presentation.

Final Examination 30 Points Total

Believe it or not, previous students in the seminar have described the final examination in this course as having served to establish the subject matter most firmly in their minds. Shocking, but true.

Shortly after Thanksgiving, a set of questions will be posted in the C-tools site which will illustrate the elements (not necessarily the format) of a final examination in the course. In effect, the study guide suggests what we believe is most important to know having participated in this discussion over the term. Students are encouraged to work together in preparing answers for the questions (although they do not have to do so). Then, just prior to the last day of class, a set of final examination questions will be posted on the C-tools site. Answering these questions will require some additional research using tools and techniques taught over the course of the semester. The questions are designed to push every student to integrate concepts from the course in a thoughtful manner.

This is not an easy examination to complete. In fact it may require the same amount of time and effort a student might give to developing a comprehensive research paper in comparable graduate courses. The only way to prepare for taking the examination is to have mastered the concepts of the course and to be able to go back and isolate key points in class readings and discussions. Careful preparation for the exam by working through the study guide can be very helpful and working in a group to compare responses to study guide questions has proven to be almost essential. Otherwise, it is very difficult to complete the examination in the week provided. Yes, it is that challenging.

In my teaching experience, performance on this examination clearly does distinguish students who have mastered the material from those that have simply "ridden along" from week to week. Even better, it allows students who have truly worked hard all semester to go far deeper into the questions and show (to themselves and to me) their advanced knowledge.

Philanthropy and Higher Education Fall 2014

WEEKLY THEMES AND READINGS

September 2, 2014

Theme: Exploring the Various Meanings of Philanthropy in the West

Before the first seminar please go to the C-Tools Site, become familiar with its organization, and download the ED 769 “Pre-class questions” that you will find there. Please read the instructions and fill out this simple form (it will only take a few minutes) and *bring your completed answers to class.*

Readings for Discussion

Given the fact that this seminar begins on the first day of the term, it is understandable that all students might not have had an opportunity to prepare readings for discussion. Therefore the readings will be summarized by the instructor in an opening lecture. When time permits, don’t forget to go back and read these materials.

Sulek, M. (2010). On the Classical Meaning of Philanthropia. *Non Profit and Voluntary Sector Quarterly*,

Sulek, M. (2012) On the Modern Meaning of Philanthropy. *Non Profit and Voluntary Sector Quarterly*,

Friedman, L.J. & McGarvie, M.D., (2003). Philanthropy in America: Historicism and its Discontents (Chapter 1) *Charity, Philanthropy and Civility in American History*, Cambridge, UK: Cambridge University Press.

Walton, A. (2003). Teaching Philanthropy in History of Higher Education: Values and the Public Good. *Journal of College and Character*, Volume 4, Issue 6.

What we will do on the first day:

- Student and Instructional Team Introductions
- Review of Syllabus, C-Tools Sites, and Course Expectations
- Purposes and Structure of the Seminar, Introduction of Course Project and a short exercise

...and after the break...

We will offer a brief conceptual overview of the seminar and discuss the initial readings.



The Gleaners (Des glaneuses), Jean-François Millet (1857)

September 9, 2014

Theme: Wealth, Its Meaning, and the Responsibilities it Brings

Lab Activity:

Today's class will begin with a simulation activity that will build on the readings for the first weeks of the seminar.

Readings for Discussion:

Carnegie, A. (1992). The Gospel of Wealth. In D.F. Burlingame:(Ed.), *The Responsibilities of Wealth*. Bloomington, IN: Indiana University Press.

Knight, L. (1992). Jane Addam's Views on the Responsibilities of Wealth. In D.F. Burlingame: (Ed.), *The Responsibilities of Wealth*. Bloomington, IN: Indiana University Press.

For good reason, we tend to associate the organization of our national economy, our national institutions, our structures of government and the traditions of independent responsibility with our national identity and character. But each of these arrangements has been the subject of debate throughout our nation's history. Collectively, at least when viewed from a western perspective, they have roots in Platonic visions of "the Good Society" described over two thousand years ago.

How the powers and responsibilities of personal and public agency are balanced remains a contentious issue even today. There have been frequent cycles in American history when the role or size of government, or the power associated with the private sector has been questioned. Ultimately, the mediation between public, private and independent sectors represents some understanding of how we might best achieve a "public good" that promotes "life, liberty and the pursuit of happiness", "a more perfect union" and the promise of "liberty and justice for all".

Why is this important when understanding philanthropy in U.S. society? The Friedman and McGarvie reading from the first week offers us a historical perspective. In the readings for this week we examine two different perspectives that coincided at the time that the country took a pivotal turn in terms of its social and economic relationships. The characterization of Carnegie and Addams is meant to suggest something iconic, not entirely descriptive of either person or the complete approach to society that they represent. In the end, philanthropy as it was defined in the early twentieth century became a way of reframing and even defending capitalism and it became tied to the ways in which we think about social, economic and political mobility. It would not take long for this to affect the way that philanthropy and higher education were connected.

Riley, J. (1992). Philanthropy Under Capitalism. In D.F. Burlingame: (Ed.), *The Responsibilities of Wealth*. Bloomington, IN: Indiana University Press.

Eisenburg (2014) America's Press Needs to Stop Fawning Over Big Donors. *The Chronicle of Philanthropy* August 6, 2014

September 16, 2014

Theme: Who Gives, How Much, to Who and How?

☞ **Assignment A is due today.**

Readings for discussion:

Giving USA Report (available on C-Tools site)

Cheslock, J. J., & Gianneschi, M. (2008). Replacing State Appropriations with Alternative Revenue Sources: The Case of Voluntary Support. *The Journal of Higher Education*. 79, (2), pp. 208-229.

Drezner, N. (2006). Recessions and Tax-Cuts: Economic Cycles' Impact on Individual Giving, Philanthropy, and Higher Education. *International Journal of Education Advancement*. 6, (4), pp. 289-305.

Reich, R. (2013). Not Very Giving. *New York Times* OP-ED Contributor. Retrieved from http://www.nytimes.com/2013/09/05/opinion/not-very-giving.html?_r=0

Orosz: Prologue and Chapter 1

Information about philanthropic activity has become increasingly common and notoriously unreliable. We will look at some informational sources that may offer some validity for understanding the general trends in the field and how these are affecting higher education. This information will also open up our first discussion intended to relate philanthropy to the support of education in the United States. When you are doing your reading, keep in mind the ways in which the research and various information sources either confirm or introduce tension into our understanding of both philanthropy and education.

It won't be the last time we take up this issue.

Lab Activity:

- Introduction of grant agreement letter, grant limitations, and our parameters
 - Discussion around what the letter says, what is expressed by donor, their perceived intentions, what else can we infer from other info?
 - Think about "what guidelines/parameters would you like to add?"
 - Class activity
-

September 23, 1014

Theme: Why do people give?

Readings for Discussion:

Grusec, J.E.(1982). The Socialization of Altruism. *The Development of Prosocial Behavior*. N. Eisenberg (Ed.). New York, NY: Academic Press, 1982. 139-166. Print. ISBN-13: 978-0122349805

Bekkers, R., & Weipeking, P. (2011). A Literature Review of Empirical Studies of Philanthropy: Eight Mechanisms the Drive Charitable Giving. *Nonprofit and Voluntary Sector Quarterly*, 40, (5), pp. 924- 973.

Prince, R.A. & File, K.M. (1994). *The Seven Faces of Philanthropy*. San Francisco, CA: Jossey-Bass. Please read the Introduction, the Appendix and then skim the chapters on giving motivations, choosing one or two chapters that you believe best fit your motivations for giving to read in full.

Lab Activity:

- Set Mission, Goals and Parameters for the Project
-

September 30, 2014

Theme: A Historical Overview of Philanthropy and U.S. Higher Education

Readings for Discussion:

Drezner, N. D. (2011). The Influence of Philanthropy on American Higher Education, In ASHE Higher Education Report, 37, (2), pp. 17-26.

Cohen, A. (1998) “University Transformation as the Nation Industrializes”, *The Shaping of American Higher Education: Emergence and Growth of the Contemporary System*, San Francisco, CA: Jossey-Bass (skim pages 97-150; read pages 151-174).

Cash, Samuel B. (2005) Private voluntary support to public universities in the late nineteenth century. *International Journal of Educational Advancement* 5(4):343-358.

Orosz: Chapters 2, 3 and 4

Lab activity:

- Design a Request for Proposal (RFP)
-

October 7, 2014

Theme: A Historical Overview of Philanthropy and U.S. Higher Education

☞ Assignment B is due today.

Readings for Discussion:

Strickland, S. (2008). Partners in writing & rewriting history: Philanthropy & higher education. *International Journal of Educational Advancement* 7(2): 104-118.

Dowie, Introduction and chapters 1-4

Lab Activity:

- Discuss process for selection of finalists and the process of eventual grant making

October 14, 2014

Fall Study Break³

October 21, 2014

Theme: Social Impact of Philanthropic Giving to U.S. Higher Education

Readings for Discussion:

Walton, A. (2003). Teaching Philanthropy in the History of Higher Education: Values and the Public Good. *Journal of College and Character*. Volume 4, Issue 6, September 2003.

Duncan, Impact Philanthropy

We tend to think of problems as bad things to be avoided and solutions as their antithesis but in fact there is a relationship between problems and solutions that offers a challenge for philanthropy. The full story of Prometheus might be recalled fondly in this regard (indeed much thematic structure derived from Greek drama) for it offers a reminder of both our limits and our potential as humans. Higher education has been proffered as holding the answer to many of society's most perplexing challenges ranging from ignorance to mortality, and the aspiration captured in these claims is indeed ennobling. But are we fooling ourselves? Are we fooling anyone?

We will approach these questions in different ways over the next several sessions of the seminar.

Kellogg Foundation, Logic Model Development Guide (available to download from the W.K. Kellogg Foundation web site)

October 28, 2014

Theme: The Meanings Behind Gifts: Donor and Institutional Intent

³ This is a good time to remind everyone that you should not schedule a trip for the semester break without consideration of the class examination schedule. If you have any questions about this, please ask them now as December will be too late!

Readings for Discussion:

Prince, R.A. & File, K.M. (1994). *The Seven Faces of Philanthropy*. San Francisco, CA: Jossey-Bass.

The Growth of Donor Control: Revisiting the Social Relations of Philanthropy, by Susan A. Ostrander, *Nonprofit and Voluntary Sector Quarterly* 2007 36

Why do the big donors give? Charlotte Allen, April 25, 2011 can be found at http://www.mindingthecampus.com/2011/04/post_150/#more-9469

Leary, Margaret, A. (2011). *Giving it All Away: The Story of William W. Cook and His Michigan Law Quadrangle*, Introduction and chapter 5

Lab Activity:

- Update on RFP process
 - Discuss Final Decision Process
-

November 4, 2014

Theme: Philanthropy, Higher Education and Social Mobility

Today's Seminar will be convened in the offices of the UM Alumni Association

Readings for Discussion:

Gasman, M. (2002). W.E. B. DuBois and Charles S. Johnson: Differing Views on the Role of Philanthropy in Higher Education. *History of Education Quarterly*, 42, (4). Pp. 493-516.

Additional readings will be posted on C-tools before the fall study break.

Lab Activity:

- Making first determinations on possible funding recipients
 - Setting protocols for site visits.
 - What should be covered in a class presentation?
-

November 11, 2014

Theme: Philanthropy, Higher Education and Something other than Athletics

Today's Seminar will be convened at Hill Auditorium

☞ **Assignment C is due today.**

Readings for Discussion:

Dowie, Introduction and chapters 1-8

Orosz chapters 5, 6 and 7

Lab activity:

- Confirm Finalists for Site Visits
-

November 18, 2014

Site visits to prospective grantees

Readings for Discussion:

Orosz, Chapters 8 and 9

Lab activity:

- Site Visits

See additional information about planning and conducting the site visit on C-tools.

Today's seminar will require some driving en route to a site visit. Please make sure you are free to leave campus no later than 4:00 PM---although it may be preferable to leave earlier if you can, depending on where the visit will be.

November 25, 2014

Presentation of Funding Opportunities

The class study guide will be posted on C-Tools this week

Readings for Discussion:

Read all presentation materials posted by groups to C-tools site.

Lab activity:

Presentation of Funding Opportunities

See points to cover in class presentations as will be posted on C-tools site

December 2, 2014

Theme: Tensions and Controversies in Philanthropy and Higher Education

Readings for Discussion:

The Gates Effect, Chronicle of Higher Education, July 14, 2013: <http://chronicle.com/article/The-Gates-Effect/140323/>

Singer article from NY Times: <http://www.nytimes.com/2013/08/11/opinion/sunday/good-charity-bad-charity.html>

Philanthropic Colonialism: http://www.nytimes.com/2013/07/27/opinion/the-charitable-industrial-complex.html?_r=2&

Orosz chapters 12, 13

Lab activity:

- Decision Process I
-

December 9, 2014

Transactional vs. Transformational Philanthropy

The final examination will be distributed via C-Tools this week

Readings for Discussion:

Dowie, Chapter 9 to conclusion

Orosz, Epilogue

Burkhardt

- Course Synthesis
- Review of Study Guide
- Course Evaluations

Lab Activity:

- Decision Process II (Final)
-

Date TBA (check academic calendar for date, time and place)

Final Examination Period

☞ **Final examinations are due today.**

Lab Activity:

- Gift Awards