

PPS 4310/SOC 4312
Baylor University
Spring 2025
Wednesdays 12:20-3:05 PM
Moody Library 104

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“No, no, we are not satisfied and will not be satisfied until justice rolls down like water and righteousness like a mighty stream.”

—**Martin Luther King, Jr.**

“It is one thing to say with the prophet Amos [and Dr. King], ‘Let justice roll down like mighty waters,’ and quite another to work out the irrigation system.”

—**William Sloane Coffin**

“Attention is the rarest and purest form of generosity.”

—**Simone Weil**

We respectfully acknowledge that Baylor University in Waco and its original campus in Independence are on the land and territories originally occupied by Indigenous peoples including the Waco and Tawakoni of the Wichita and Affiliated Tribes, the Tonkawa, the Numunuu (Comanche), Karankawa, and Lipan Apache. These Indigenous peoples were dispossessed of and removed from their lands over centuries by European colonization and American expansionism. In recognition that these Native Nations are the original stewards of Baylor's campus locations, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

COURSE DESCRIPTION & OBJECTIVES

The basic premise of this class is that, thanks to some very generous donors, you are now the stewards of tens of thousands of dollars, and your job is to give it all away. The decisions about where that money will go reside with you, not us. So welcome aboard. You're in charge of the decisions. You're the Board of Directors.

If this is your task, then how on earth do we proceed? Although you'll quickly discover that there are millions of ways we could do good with these funds, and there are many deserving places we could direct them, this is, in fact, not going to be easy. Should we focus attention on homelessness? Hunger? Health? Education? Human achievement in the arts or research? Refugees? Legal assistance? Something else? Should we look upstream, to the causes of problems? Or downstream, to their symptoms and effects? Should we consider big organizations, where we might fuel successful initiatives already afoot? Or small organizations and startups, where the effects will be felt more acutely within the organization? Is it wise to give all the money to one place or to break it up and spread it around? Should we focus on an organization's past, its present, or its future?

Believe it or not, there is a simple answer to every one of these questions: *yes*.

Yes, we should attend to homelessness and hunger and health and all the rest—or at least consider them. Yes, we should consider these big thorny problems, both upstream and downstream. Yes, there is advantage to supporting successful ongoing work, just as there is merit to supporting new and small organizations. Yes, it might be wise to give all the money to one organization. Yes, it might also be wise to spread it around. And yes, we need to know what an organization has done, even if that's not any sort of guarantee for what an organization *can* do and *aspires* to do.

The problem, of course, is that the money is far more finite than the possible ways we might use it—or even the possible ways we *should* use it. If there are many ways to do good, how might we decide what good we want to do? How might we figure out what it means to do the *most* good?

There are more than twenty of you, and chances are, there are just as many ways to reckon with these questions. Clearly, then, we have some hard work and difficult choices ahead of us.

So if the money—as extravagant as it is—is finite, what if we began with the belief that money is not our only resource this semester? What if we added to the money a dose of imagination? What about a measure of knowledge? And love. And time. And talent. And influence. What if we began to understand our callings, our purpose in this class and on this earth, in a grander way—not just as people who can direct money to combat problems, but as people who can promote, in myriad ways, the flourishing of others? What if, to quote Richard Gunderman, “the greatest gifts any human being could ever share with us, or any of us could ever share with another, is assistance in becoming the best persons, families, and communities we are capable of being”? What if we followed the guidance of Robin Wall Kimmerer in believing that all flourishing is mutual?

Suddenly, doesn’t the basic premise of the class—to steward money and give it away—seem like only part of the equation? Suddenly now, aren’t we asking bigger and deeper questions?

If we do it right, the work you do in this class will change you, and it will change others. That’s the thing about philanthropy. It’s ostensibly about “voluntary action for the public good”—a solid definition we’ll work from this semester—but philanthropy can achieve far more than some abstract “public good.” When we set out to benefit someone else; when we attempt to see the world from someone else’s perspective; when we probe at deep questions about why and how and where to give; when we hold thoughtful conversations with thoughtful people; when we encounter new ideas and broaden our understandings about how the world works and how we operate in it; when we give of ourselves to someone else—these things change our very character. We can’t help but become someone different, someone better. That, friends, gets to the heart of our shared work this semester: we set out to promote someone else’s flourishing, and in so doing, we, too, become better versions of ourselves.

Here are our goals a little more specifically:

- I. “Learning” goals
 1. To understand the nature of philanthropy the social sector, including its complex philosophical and practical questions.
 2. To understand more about elaborate social problems and strategies for addressing them.
 3. To discover what makes an effective nonprofit organization and healthy community.
- II. “Doing” goals
 1. To participate in the grantmaking process: establishing goals, performing due diligence, writing and vetting proposals, debating priorities, and reaching collective decisions.
 2. To present complex information clearly and persuasively, in both written and oral form.
 3. To navigate diverse opinions and forge ways to collaborate with others on behalf of shared goals.
- III. “Becoming” goals
 1. To become people who concern ourselves with the needs of others, the health of the community, and the ways in which we might use our own resources to promote human flourishing.
 2. To become people who are generous, hopeful, curious, loving, grateful, collaborative, and a little wiser than we are today.

POLICIES, CUSTOMS, EXPECTATIONS, AND RESPONSIBILITIES

Know your syllabus. This syllabus is your *sine qua non* guide for the course, and it is expected that you have read and understood it in its entirety. This represents our current plans and objectives. As we go through the semester, specific plans may need to change to enhance the class learning opportunities. We will always communicate changes clearly and early.

Be prepared. We expect every person to read *all* the assigned texts in advance of class and prepare for discussion by taking notes. Given that our class meets only once a week, and given that the important practical work you’ll be doing in each class

period will often build on the week's readings, it is imperative that you come to class prepared to engage in discussion. It is also imperative that you show up each week having completed the tasks assigned.

Honor your colleagues. Your role in this class is probably different from other classes. In other classes, you show up, do your work, and get your grade, largely independent of how others in the course perform. Not so here. You are all members of one Board of Directors, so you must work collaboratively. This means, above all, showing one another respect. Always treat seriously any comment offered in earnest, and please respect the person who offers it. Please also challenge ideas with which you disagree, something we all owe to one another since we are working collaboratively and making decisions together. Our ideas, and our challenges to one another's ideas, should always aim to make us better.

Always act in good faith. This course is designed to be *collaborative*, but there will always be a temptation for it to become *competitive*. Please, for everyone's sake, do all that you can to avoid a competitive mindset. No one is supposed to "win" or "lose" in this process. Just because you nominated or researched an organization, it is not "your" organization. Just because someone else nominated or researched an organization, it is not "their" organization. These are all *our* organizations; we simply have varying levels of expertise. Please trust your classmates and the work they do, as you hope and expect they will trust you and your work. Please resist any urge to trade votes, form alliances, or take advantage of others' good faith. We will be open and candid with one another, and we will challenge one another. But please, always act in good faith, with **the Board's interests above your own**. Failure to act in good faith can result in severe consequences, including the loss of voting status and failure in the course. Moreover, it will reflect the opposite of the kind of character formation we hope to achieve together in this course.

Attendance. Pursuant to the policies of the College of Arts & Sciences, a student must attend at least 75% of all scheduled class meetings (which include site visits and our grant awards reception) to earn course credit. Any student who does not meet this minimum standard will automatically receive a grade of "F" in the course. Given the nature of our work together, you simply shouldn't miss class. If you are going to be absent, please let us know in advance.

Make-up work. Except for university-approved absences, students are not allowed to make up missed daily assignments. This includes activities missed by being late for class or leaving early. Please communicate in advance any time you might have to miss an assignment.

Adherence to the Baylor University Honor Code. Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own. In addition, you must not provide course materials to other students, whether individually or generally (such as online) that would enable them to gain an unfair academic advantage. Instances of plagiarism or any other act of academic dishonesty will be reported to the Honor Council and may result in failure of the course. Not understanding plagiarism is not an excuse. We expect you, as a Baylor student, to be intimately familiar with the Honor Code.

Artificial Intelligence (AI): AI is awesome. It is also limited in what it can do, and that is nowhere truer than in a field like philanthropy, where our focus is humanity and where human judgment defines our work. So, while we will utilize it, be keenly aware of its limitations. In this course, the use of artificial intelligence (for example, ChatGPT, Grammarly, Claude, Midjourney, Copilot, or some other resource) is generally acceptable, but only to a point. You will need to provide information about the tool(s) and the specific nature of your use of the tools so as to inform those who are reading/seeing/hearing/observing the work about content contributed by the tools, as well as to make clear the nature and extent of your own contribution to assignments. We will be clarifying the requirements for this documentation for each of your assignments, and, as is the case for more traditional documentation such as footnoting, failure to observe these requirements could constitute a violation of the Honor Code at Baylor University.

STUDENT RESOURCES

Learning Assistance and Accommodations. If you need any help throughout the semester, please know that I am available as a resource, and I am glad to help. Also, we have many resources available to you on campus. [The Paul L. Foster Success Center](#) offers a wide variety of academic assistance. Additionally, any student with a documented disability needing classroom accommodations should contact the [Office of Access and Learning Accommodation](#) as soon as possible.

Sexual and Gender-Based Harassment and Interpersonal Violence Policy: Baylor University does not tolerate unlawful harassment or discrimination on the basis of sex, gender, race, color, disability, national origin, ancestry, age, citizenship, genetic information or the refusal to submit to a genetic test, past, current, or prospective service in the uniformed services, or any other characteristic protected under applicable federal, Texas, or local law (collectively referred to as Protected Characteristics). These policies also prohibit discrimination and harassment based on pregnancy or related conditions. If you or someone you know would like help related to an experience involving:

1. Sexual assault, sex-based harassment or discrimination, dating violence, domestic violence, stalking, sexual exploitation, or retaliation for reporting one of these types of prohibited conduct, please visit www.baylor.edu/titleix, or contact (254) 710-8454 or TitleIX_Coordinator@baylor.edu.

2. Harassment or discrimination (excluding those issues listed in #1) based on Protected Characteristics, please visit www.baylor.edu/civilrights, or contact (254) 710-8454 or Civil_Rights@baylor.edu.

First-Generation Students. Baylor University defines a first-generation college student as a student whose parents did not complete a four-year college degree. The First in Line program is a support office for first-generation college students to utilize if they have any questions or concerns. Please check out [First in Line](#), visit the program in Sid Richardson, or email fristinline@baylor.edu.

OUR GRANTMAKING PROCESS: AN OVERVIEW

This course is complex. There are a lot of moving pieces. Therefore, it is imperative for you always to keep the big picture in view.

Throughout the course, you will wear different “hats,” often swapping them from moment to moment. Cognitively, this is not easy, so please prepare accordingly. Your primary—and most important—hat is that of a Board Member. Our ultimate decisions about what to do with the money belong to the overall Board of Directors. Each person has one vote, and although we will always strive toward consensus in our decisions, we will ultimately make them democratically. Certain procedural questions will belong to the Board as well, and we will decide these throughout the semester (such as what to do in the event of a tie, or whether it will be beneficial to designate leadership/executive roles).

Your second hat is that of a Program Officer. As a Program Officer, you will nominate, research, and develop expertise about certain nonprofit organizations, which you will report back to the Board for its consideration. For part of the semester you will do this alone, and for part of the semester you will do this as part of a team. The temptation will always be for you to consider the organizations you’ve nominated or researched to be “your” organizations. Please always avoid this temptation, remembering that your primary responsibility is to be a Board Member.

The course will proceed in three phases, and each phase will be coordinated by a group of committee chairs. Each student will be on one committee.

One quick word about our approach before we jump into the process. In this class, we will be practicing something called **trust-based philanthropy**, an approach that emphasizes strong, equitable relationships between funders and grantees. One of the core principles of trust-based philanthropy is to acknowledge the work required of an organization, and, through that work, the costs incurred, and thereby to compensate them for their efforts in submitting proposals. For that reason, as we move through the phases of our semester, any organization that moves to Phase II will receive a \$500 award for time spent preparing a pitch. Any organization moving to Phase III will receive an additional \$500 award for time spent hosting a site visit in Phase III. If you ultimately award the organization a grant, those dollars will be folded into the overall grant amount.

Phase I: The Landscape of Challenges & Resources

Phase I will involve becoming familiar with the challenges and opportunities facing the Waco community. You will conduct independent review of community issues as well as organizational profiles of Waco nonprofit organizations attempting to address various challenges. This review will influence what the Board considers funding.

On **February 12** you will make a decision about which challenge(s) you want to address through the grantmaking process. All students will review community data from various sources and complete a Qualtrics survey about the challenge(s) that you would like the Board to consider (Due by 11:59 pm February 9). The Board will vote on the challenge(s) it plans to address for the semester, and based on our discussions, the Phase I committee chairs will draft a Board Statement of Priorities & Values for the full Board to approve on **February 19**.

Following our February 12 decision about the challenges we will address, you will then form small teams to conduct research about organizations. Each group of students will nominate 3-4 nonprofit organizations for the Board to consider, following a research process that utilizes two main tools:

- [Waco Roundtable](#): a community resource published by Prosper Waco, and
- The internet more broadly: the organization's website, news stories, etc.

Based on that research, you will compile an Organization Primer (a brief 1-2-page document summarizing the organization for the Board) and post it to Canvas by 11:59 pm on February 23 (Sunday). Everyone will read those documents before class on **February 26**, and we will spend that class day, guided by our Phase I committee, in Executive Session, deciding which organizations will move to Phase II. Every organization that moves to Phase II will receive at least \$500.

Summary of key dates in Phase I:

- **February 9** (outside of class): Complete Qualtrics survey about priorities
- **February 12** (in class): Decide which challenges to address
- **February 19** (in class): Approve Board Statement of Priorities & Values
- **February 23** (outside of class): Post Organization Primers
- **February 26** (in class): Decide which organizations to move to Phase II

Phase II: Organizations Making Impact

In Phase II, the organizations we have chosen will be invited for a short in-person presentation on **March 19**. The Phase II committee chairs will be responsible for inviting organizations, preparing them for the presentation, and organizing the day of activities in our class.

March 26, after all chosen organizations have shared, the Board will hold a discussion and generate a mid-point reflection, considering whether the organization has the capacity to do what you anticipated and whether their work is the right way to address the challenges you are aiming to address. Each person will generate a short reflection (1-2 solid paragraphs) on each Phase II organization and upload it to Canvas before class (only you and your professors will read this; it is designed primarily as a way for you to do thorough reflection and assessment on each organization before the discussion). Then, guided by our Phase II committee chairs, the Board will enter Executive Session and vote on the organizations that will move on to Phase III. If an organization moves on to Phase III, it will receive at least \$1,000.

Summary of key dates in Phase II:

- **March 19** (in class): "Pitch Day" Presentations
- **By March 26** (before class): Reflections due on Canvas
- **March 26** (in class): Decide which organizations move to Phase III

Phase III: Deep Due Diligence & Grant Awards

In Phase III, everyone will do deep dives on the remaining organizations as we move toward making decisions about which grants to award. You will form into teams of program officers, with each team focusing their research on one organization to conduct a site visit and prepare a Briefing Book on the organization. Every person will complete one primary site visit and one secondary site visit. Research is thorough at this phase, as we ask important questions about an organization's leadership, structure, funding, and proposed grant idea(s). We will also reflect deeply as we make projections about whether those grants will be successful. You will attempt to turn over every stone of an organization so that the Board can make an informed decision.

On **April 9** and **April 16**, each of you, working as groups of Program Officers, will conduct site visits at our Phase III organizations. Following those visits, each team of Officers will produce a 6-8-page Briefing Book, due by 11:59 pm on **April 20** (Sunday). These Briefing Books will be made available to the whole Board, and each Board member is responsible for two things: reading each Briefing Book and submitting their questions to its authors before class on **April 23**. In class on April 23, the Briefing Book's authors will make a brief presentation focused primarily on answering questions posed to them by fellow Board members before class.

Following these presentations during the first part of class on April 23, we will enter Executive Session to make our final decisions, guided by our Phase III Committee chairs. This in-class Executive Session will be a preliminary discussion, with no decisions to be made. At the end of class, we will suspend Executive Session for a few hours, and Phase III chairs will collect

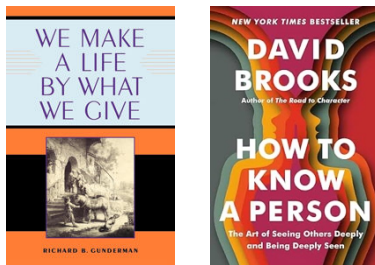
data from each Board member, due by 5:00 pm. Phase III chairs will collate that data and present it to the Board when we re-convene and re-enter Executive Session at 7:00 pm (dinner served). We will remain in Executive Session that evening until all decisions are made.

On **April 30**, we will spend time developing an instrument to evaluate these grants two years hence. Finally, on **May 7**, we will throw a party, inviting each grant recipient to an event where we will present them with checks and celebrate their work.

Summary of Key Dates in Phase III:

- **April 9** (in class): Site visits
- **April 16** (in class): Site visits
- **April 20** (Sunday): Briefing Books due
- **April 23** (before class): Submit questions to Briefing Book authors
- **April 23** (in class): Presentations & Executive Session
- **April 23** (post-class): Submit survey by 5:00 pm
- **April 23** (post-class): Executive Session and dinner starting at 7:00 pm
- **April 30** (in class): Work on evaluation
- **May 7** (in class): Grant Awards Reception

REQUIRED MATERIALS



Richard B. Gunderman, *We Make a Life by What We Give* (Bloomington, IN: Indiana University Press, 2008).

David Brooks, *How to Know a Person: The Art of Seeing Others Deeply and Being Deeply Seen* (New York: Random House, 2023).

ASSIGNMENTS & GRADING

Board Contribution (20 points): Your informed participation is vital to the success of this class and, more importantly, to the success of this entire philanthropic venture. This portion of your grade hinges on a couple of measures, particularly the extent to which you are a thoughtful, reliable, collegial, and informed member of our classroom/boardroom community. This includes a few things. For one, it means you are a leader and active participant in discussions surrounding our texts. These texts are essential in helping us become imaginative, mindful, and strategic philanthropists, and that happens when the texts come alive in our discussion. It is essential that you read well and be active in our discussions. Being a good Board member also means offering collaboration and input as we work together on our grantmaking decisions. And finally, it means performing well during the segment of the semester when you are serving as a Board Committee Chair (each person will do this for one key part of the semester). Receiving a good grade means demonstrating your full engagement with this process. Your contribution will be assessed twice during the semester: at the conclusion of your time serving as a Committee Chair and at the conclusion of the semester (10 points each time).

Program Officer Duties (25 points): At various points during the semester, you will work as a program officer, conducting work independently or in small groups that will contribute to the work of the overall Board of Directors. Five separate assignments comprise this grade.

- Qualtrics survey on priorities (February 9): 1 point
- Organization Primers (February 23): 3 points
- Pitch Day Reflections (March 26): 1 point
- Briefing Book I (April 20): 10 points
- Briefing Book II (April 20): 10 points

One important note on your Briefing Books: failure to show up or adequately participate in a site visit (without express approval in advance) will result in zero points earned on the Briefing Book.

Discussion Points (35 points): Seven times throughout the semester, you will turn in a short document called “Discussion Points.” It will be based on your assigned reading for the day. As you read, come up with **five** points you want to raise for discussion in our seminar. Write down each of these five points in about a paragraph each. A planned contribution (a “discussion point”) can take the form of a question that will lead us into discussion, an illustration of a point in the reading, a disagreement with the reading, a connection to our work outside the classroom, or a contrast with other readings from the semester. It should always spark conversation and should always demonstrate that you have read the material. Students will be called on throughout the discussion to raise a discussion point for the group to consider. These will be submitted on Canvas before class begins.

Who Am I Becoming Conversations (10 points): As you will note from our semester learning goals, an important part of this class involves asking yourself the question: Who am I becoming? This class is not just a chance to *learn*, and not just a

chance to *do*, but also a chance to grow and evolve and reflect. It's a class about philanthropy, but as students tell us repeatedly, it is also a class about life. One of the ways you are going to reflect on who you are becoming is to reflect on a sequence of questions in a sustained, semester-long conversation with a partner. Throughout the semester, we will be reading David Brooks's book, *How to Know A Person*, which guides readers toward an "ability to see someone else deeply and to make them feel seen--to accurately know another person, to let them feel valued, heard, and understood." At five points this semester, you and your partner will engage in a conversation that offers you the chance to reflect on what you are learning, what you are doing, and who you are becoming as:

- A professional
- A friend and family member
- A neighbor
- A citizen
- A giver

You will record these conversations and upload them to Canvas. This is designed as a rich opportunity for you to practice empathy, understand others, and reflect on your own life, all of which will make you a better philanthropist. This is also really fun and rewarding!

Capstone Assignment (10 points): Your final exam is a Capstone Assignment, which has two parts: First, you will write an essay exploring your own philanthropic ethic: how do you intend to approach philanthropy going forward? This essay will draw heavily from your reading throughout the semester, bringing those readings to bear on your own thinking about philanthropy (so make sure you take good notes or mark up your reading). We will provide more details and a writing prompt as the time approaches. The second part of the assignment is a hand-written "thank you" note to our donors. The essay will be due via Canvas by **4:00 PM on May 12**. The notes are to be handed in at our Grant Awards Reception.

Summary:

Board Contribution:	2 x 10 = 20 points
Program Officer Duties:	25 points
Discussion Points:	7 x 5 = 35 points
Who Am I Becoming? Conversations:	5 x 2 = 10 points
Capstone Essay:	10 points
100 points	

Grading Scale:

93-100 = A	80-82 = B-	60-69 = D
90-92 = A-	77-79 = C+	0-59 = F
87-89 = B+	73-76 = C	
83-86 = B	70-72 = C-	

COURSE SCHEDULE

PHASE I

January 22: Orienting to the task at hand

Read:

- Read the poem “[Okay](#),” by Lowell Jaeger

In-Class:

Seminar: Today we’ll introduce the course, situate ourselves within our own philanthropic autobiographies, and discuss the poem “Okay.”

Lab: We’ll use AI tools to complete our semester project. Then, we’ll reflect on what it gets right, what it gets wrong, and what it will never “get” at all.

Perspectives: Your professors will talk a bit about their reasons for teaching this course and their own perspectives on philanthropy.

Immediate Follow-up:

- Work on the \$10 Challenge
- Complete the Philanthropy Lab’s pre-course survey

January 29: Hope, Action, & the Public Good

Read:

- Andrew P. Hogue, “Lessons on Hope,” draft excerpt from the book *No One is Coming to Fix It: On Hope & Everyday Citizenship* (available on Canvas)
- Craig Dykstra, “What is a Grant?” excerpt from *Giving Well, Doing Good* (available on Canvas)

Do:

- Prepare Discussion Points #1
- Complete \$10 Challenge

In-Class Work:

Seminar: We’ll bring a critical eye to our reading (who does this guy think he is, anyway?), asking whether we should in fact be hopeful citizens as the essay argues. We’ll consider whether the citizen types identified ring true and begin to discuss the merits of philanthropy vis-à-vis politics. Additionally, Dr. Hogue will lecture on the role and historical development of philanthropy in a three-sector society.

Lab: What did you do with those \$10? And switching gears, what do we know about Waco? What are some of the challenges we might consider addressing with our money when it far surpasses \$10? We’ll also spend some time making committee assignments for the semester.

Perspectives: We will welcome a panel of PPS 4310 alums who are doing really cool things in the world and will have some great perspectives to share on your work this semester.

Immediate Follow-up:

- Complete all Philanthropy Lab items in the portal

February 5: What Makes a Thriving Community? What is Philanthropy’s Role?

Read:

- Amanda B. Moniz, [“The Storied History of Giving in America,”](#) *Smithsonian Magazine*, November 2020.
- Richard Gunderman, “Imagining Philanthropy,” *We Make a Life by What We Give*, pp. 1-12
- The Bridgespan Group, [“Defining Success”](#)
- Spend 20-30 minutes exploring past Baylor grants in [this Airtable](#)

Do:

- Complete Discussion Points #2

In-Class Work:

Seminar: We’ll spend time discussing the reading, with a focus on how to set goals and cultivate the right kind of imagination for success in our philanthropy. Additionally, Prof. Richards will provide an overview of some common social challenges communities face, whether and how each of the three sectors can help alleviate them, and how all of this takes shape here in the Waco community.

Lab: Discussing and prioritizing the issues and challenges we will prioritize with our grantmaking.

Perspectives: We will welcome a panel of Waco leaders to discuss the various assets, challenges, and opportunities in our community.

Immediate Follow-up:

- Complete Qualtrics survey about the challenge(s) you would like the Board to consider (**due by 11:59 pm Sunday**)

February 12: Seeing and Being Seen

Read:

- David Brooks, *How to Know a Person*, Part I (pp. 3-93)

Do:

- Complete Discussion Points #3

In-Class Work:

Seminar: We'll discuss the reading, after which Prof. Richards & Dr. Hogue will model a conversation based on insights from Brooks. You will then join with your conversation partner for the first installment of our semester-long series called *Who Am I Becoming?* (**Who Am I Becoming? Conversation #1 (Professional)**)

Lab: Our Phase I committee chairs will guide us through decisions on which challenges we want to address, and we will walk away with further clarity about our directions for the remainder of the semester. We will also form Program Officer teams to organize work for our initial organization research.

Immediate Follow-up:

- Phase I Committee Chairs: work on Board Statement of Priorities & Values based on in-class discussion

February 19: How might we bring strategy to our grantmaking?

Read:

- Peter Frumkin, "The Idea of Strategic Giving," excerpt from *The Essence of Strategic Giving* (available on Canvas)
- Richard Gunderman, "Four Gifts," *We Make a Life by What We Give*, pp. 19-29
- Elizabeth Lynn & Susan Wisely, "[Four Traditions of Philanthropy](#)"

Do:

- Complete Discussion Points #4

In-Class Work:

Seminar: What does it mean to bring strategy to our giving? How might that strategy inform the kinds of grants we award and the ways we think about impact?

Lab: Ratify our Board Statement of Priorities & Values; work within Program Officer groups on organization research.

Immediate Follow-up:

- Finish preparing Organization Primers; **post them by 11:59 pm Sunday**

February 26: Executive Session to determine who moves to Phase II

Read:

- Actively read all Organization Primers (on Canvas)

Do:

- Generate questions. We have hard decisions in front of us, and February 26 is the most important date on our calendar so far, so you *must* come to class with good questions if we're going to do this well!
- Meet with your partner and record **Who Am I Becoming? Conversation #2 (Friend and Family Member)**

In-Class Work:

Lab: Led by our Phase I Committee chairs, we will decide in Executive Session which organizations will move to Phase II.

Immediate Follow-up:

- Phase II Chairs: meet to coordinate plans for communicating with our Phase II organizations. Send them invitations and instructions by Friday, February 28, including every detail they might need, from presentation length and questions they need to answer down to parking instructions and directions to the classroom.

PHASE II

March 5: To, for, or with? A midpoint check on our philanthropic posture

Read:

- Gwendolyn Brooks, "Lovers of the Poor," from *Selected Poems* (available on Canvas)
- Richard Gunderman, "The Potential to Share," *We Make a Life by What We Give*, pp. 30-36
- Richard Gunderman, "What Are We Part Of?" *We Make a Life by What We Give*, pp. 63-72
- David Brooks, *How to Know a Person*, pp. 97-133

Do:

- Complete Discussion Points #5

In-Class Work:

Seminar: What is our posture as we engage in philanthropy? We'll spend some time in self-reflection and consider our tone and intentions as we enter the critical phase of our semester.

Lab: Final preparations for Pitch Day.

Immediate Follow-up:

- Phase II Chairs: make sure all logistics are firmly in order for next week

March 19: Pitch Day

Read:

- Refresh your memory on each of our Phase II organizations by re-reading the Organization Primer(s) written on them

Do:

- Meet with your partner and record **Who Am I Becoming? Conversation #3 (Neighbor)**

In-Class Work:

Lab: Pitch Day

Post-Class Work:

- Work on your Reflections (everyone); Phase II Chairs: send thank-you notes to presenters

March 26: Executive Session to determine who moves to Phase III

Read:

- Read your notes as you prepare to submit your reflections and engage in discussion

Do:

- Submit your reflections on each Phase II organization on Canvas before class

In-Class Work:

Led by our Phase II Committee chairs, we will spend nearly all of class in Executive Session to determine which organizations will move to Phase III. At the end of class, we will form Program Officer groups for site visits.

Immediate Follow-up:

- Phase II Chairs: By the end of the day, communicate with the organizations who will *not* be moving to Phase III, thanking them for their time and letting them know that we will award them with \$500
- Phase III Chairs: Communicate with the organizations moving on to Phase III, scheduling a site visit for April 9 or 13

PHASE III

April 2: Theories of change and nonprofit due diligence

Read:

- Frumkin, “Logic Models: Theories of Change, Leverage, and Scale,” from *Strategic Giving* (available on Canvas)
- Guidebook for Evaluating Nonprofit Organizations (available on Canvas)
- David Brooks, *How to Know a Person*, pp. 134-172

Do:

- Complete Discussion Points #6
- Meet with your partner and record **Who Am I Becoming? Conversation #4 (Citizen)**

In-Class Work:

Seminar: What are we trying to do with these grants? What is the logic of our intervention? And how will we know if the nonprofits will deliver? Additionally, Dr. Hogue will lecture on Theories of Change.

Lab: Site visit preparation.

Perspectives: Guests TBD.

Immediate Follow-up:

- Send your site visit questions to each organization before 5:00 pm Thursday

April 9: Site Visits

Dress code this week is business or business casual.

Read:

- David Brooks, *How to Know a Person*, pp. 175-211

Do:

- Work within your teams to be fully prepared on all site visit logistics

In-Class Work:

Lab: Site visits (go straight to the site).

Immediate Follow-up:

- Work on Briefing Book

April 16: Site Visits

Dress code this week is business or business casual.

Read:

- David Brooks, *How to Know a Person*, pp. 212-245

Do:

- Work within your teams to be fully prepared on all site visit logistics

In-Class Work:

Lab: Site visits (go straight to the site).

Immediate Follow-up:

- Work on Briefing Book
- All Briefing Books are due by 11:59 pm Sunday (April 20)

April 23: Decision Day (Executive Session)

Read:

- Thoroughly read all Briefing Books

Do:

- Submit your questions to their authors
- Prepare an informal presentation to the Board based on the questions you receive about Briefing Books you authored

In-Class Work:

Lab: Executive Session (part one), led by Phase III Committee chairs, to deliberate over our final decisions about grant awards.

Immediate Follow-up:

- Submit survey by 5:00 pm (everyone)
- Phase III Committee Chairs: Between 5:00-7:00, work through survey data and develop a presentation for the final Executive Session

Evening Meeting:

- Executive Session (part two): Making our final decisions
 - **We will meet in the Beckham Room of the SUB (202) at 7:00 PM and stay until we've reached our final conclusions**

Additional Follow-up:

- Notify our grant recipients and send invitations to the Grant Awards Ceremony before Thursday at 5:00 pm

April 30: Who are we becoming?

Read:

- Richard Gunderman, "Lower and Higher," *We Make a Life by What We Give*, pp. 114-124
- Richard Gunderman, "How Much and How Well?" *We Make a Life by What We Give*, pp. 132-139
- Richard Gunderman, "Ethics and Metaphysics," *We Make a Life by What We Give*, pp. 191-197
- David Brooks, *How to Know a Person*, pp. 246-271

Do:

- Complete Discussion Points #7
- Meet with your partner and record **Who Am I Becoming? Conversation #5 (Giver)**

In-Class Work:

Seminar: What kind of people are we becoming as a result of our work and our thinking together this semester? How might that matter for our lives going forward?

Lab: Collaborate to create evaluation instruments; designate evaluation leaders; reflect on our grants and our experience; complete end-of-semester Philanthropy Lab items in the portal.

May 7: Grant Awards Ceremony

We will hold our Grant Awards Ceremony on Wednesday, May 7 (our last day of class) at 1pm. Location TBA.

May 12: Final Exam

Final Exam:

- Capstone Essay due by 4:00 pm on Canvas