



Civil Society & Community Studies

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

Philanthropy & Civic Engagement

CSCS 400

Philanthropy Lab

Tuesday & Thursday, 1:00-2:15pm - 3 Credits

Room 1125 Nancy Nicholas Hall

Fall 2025

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Acknowledgements

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

Course Description

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

Course Overview

This course explores philanthropy and civic engagement through giving time, money and effort to a public purpose. It includes the theory and structure of civil society, with special attention to the nonprofit sector. In addition to classroom learning, this course includes an exciting and unique experiential component. Over the course of a semester, students will decide on the distribution of actual funds (\$50,000) to support philanthropic goals through a philanthropy project. Students will learn the philanthropic process including creating a giving plan, as well as exploring strategic and creative ways

to give that promote civil society and engagement. Students will develop plans for assessment and evaluation of giving including measurements of success that are indicators of impact.

Philanthropy has a long history of making a difference within our communities by taking private resources and developing them with a public purpose. More recently, philanthropic giving has become one of the largest trends in our society with *Giving USA* reporting in 2025, Americans gave over \$592 billion in 2024 to the philanthropic sector. Although philanthropic endeavors tend to be defined through gifts of money and time, the sector extends far beyond in more creative ways including social entrepreneurship to achieve the goal of making the world a better place. With approximately 1.4 million charitable and religious organizations that aid in advocacy, human and social services, research, education, as well as many others, our communities are stronger due to the support of these philanthropic works (*Giving USA Foundation, 2025*).

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

Philanthropy Lab Project

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

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

- How should funds be distributed in a way that optimizes the benefits, meets goals and objectives, and are consistent with one's values?
- What is the basis of private philanthropic giving for the public good?
- To what extent do non-governmental organizations depend on philanthropic giving to operate and achieve goals domestically and globally?
- How should charitable dollars be distributed and what role do nonprofit organizations and philanthropic dollars play in a modern democracy?
- What are the appropriate criteria to be used to select grant recipients?
- How do you assess the success of your giving in accomplishing objectives and goals?

Learning Outcomes

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

1. Critically analyze philanthropic issues from a human ecological perspective.

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

Required Textbook and Course Materials

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

Suggested Additional Readings

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

Ilchman, W. F., Katz, S., & Queen, E., *Philanthropy in the World's Traditions*. (Indiana Uni. Press, 1998)

Shaw-Hardy, S., Taylor, M., & Beaudoin-Schwartz, B., *Women and Philanthropy: Boldly Shaping a Better World*. (Jossey-Bass, 2010)

Zunz, O. *Philanthropy in America: A History*. (Princeton University Press, 2012)

Communication and Technology Policies

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

Technology Policies: Please treat the classroom as you would a professional foundation board room. This means you should limit your laptop use to taking notes and relevant course work, and refrain from cell phone use.

Grading

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

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

Assignment Points

Class participation and attendance: 20 points

-Including class prep and posts to Canvas

-Including completion of the pre-course and the post-course surveys

-Including Instructor assessment of group work and discussion participation

Reflections on the Textbook and other Readings: 15 points

\$10 Exercise: 5 points

Book Club: Flash Talks & Book Discussion: 10 points

Giving Goal: 5 points

Review of Proposals: 10 points

Site Visit & Reports: 10 points

Inspiring Philanthropist paper: 10 points

Attendance at Award Ceremony: 5 points

Final Reflective Essay: 10 points

Total Points Possible: 100 points

Course Requirements & Assignments

Attendance and Participation:

Participation assignments are due periodically in the course as indicated in the Course Schedule. Attendance and participation assessments will also be monitored. Your grade will be calculated at the end of the semester.

As one student previously said, "This class is not a 'class', it is real life. It is teaching students how to grow up, gain responsibility, and make an impact in our communities." Through this course you are given the power to impact real communities. In order to accomplish this, and to facilitate effective discussions and a team-based learning experience, attendance is mandatory, and all absences will be accounted for in your final participation grade.

This course also requires that you prepare and be actively engaged in class activities, and you will be evaluated on the frequency and quality of your participation in group discussions and team work.

Each student is allowed one unexcused absence. For any additional absences, your attendance grade will be lowered 1 point unless you provide written documentation of an acceptable reason such as:

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

\$10 Exercise:

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

Book Club: Flash Talks & Book Discussion:

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

Inspiring Philanthropist Paper:

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

Giving Goals:

Your giving goal is designed to allow you to apply your learning about philanthropy to your own personal life. The giving goal serves to guide your giving in the future and should reflect your values and areas of interests. Sample Giving Goals can be found on the Philanthropy Lab website. You should post your goal both to Canvas and on the Philanthropy Lab website.

Review of Proposals:

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

One of the most important activities in this class is reviewing the grant applications that are submitted. You will each be assigned grants to review and will use the process and rubrics developed by the Grant Evaluation team to accomplish this. Completing your reviews and submitting them on time is important for the decision-making process within the course. No late submissions will be accepted.

Site Visits and Report:

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

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

Final Reflective Essay:

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

You will complete a Final Reflective Essay which will center on your experience and learning in this course. Your essay will be due as an attachment on Canvas during the final exam time.

Course Policies

UW-Madison Credit Hour Policy

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

Rules, Rights and Responsibilities

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

Academic Integrity

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

Special Accommodations

I support the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability

has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Statement on Accommodation for Students' Religious Observances

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

Learning Activities

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

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

Supplemental Learning Activities

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

- *The Memory Project - Face of Joy:* <https://memoryproject.org>

Grant Making Timeline

Week	Activity	Deadline	Primary Leads
1	Introduction	N/A	N/A
2	Assign Committees	Submit Requests, Assignments Distributed on Canvas	All students submit preferences, Instructors assign
3	Release RFP	Online & Email	RFP & Awards Research & Site Visits Communications
4	Committee Work	N/A	ALL
5	Committee Work	N/A	ALL
6	Proposals Due	Via Email	Communication Grant Review

7	Application Review Starts	Student Reviews	Grant Review
8	Committee Work	N/A	ALL
9	Plan for Site Visits	N/A	Research & Site Visits
10	Research and Site Visits	Report on Site Visits/Phone Calls	Research & Site Visits All students participate in at least 1 visit
11	Site Visit Report	N/A	Research & Site Visits
12	Funding Decisions	N/A	Grant Review
13	Final Funding Decision Plans for long-term Evaluation	Decisions Completed Awardees Notified	Grant Review Evaluation
14	Awards Ceremony	Start of Class or Earlier	RFP & Awards
15	Course Evaluation	In Class	ALL

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

Class Schedule & Readings

Unit 1: The Social Meanings & Realities of Giving

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

Week 1: Course Overview

Thursday September 4: Course Overview

- Class Activity:
 - Pre-Surveys
 - Introduce Instructor
 - Review Syllabus and Course Expectations
 - Personal Notecard completed
 - Review Grant Cycle for Course

Week 2: Philanthropy & Inequality

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

Tuesday, September 9: Philanthropy and Inequality

- Class Activity:
 - Review Committees and Instructions for submitting preferences
 - Introduction to Global Inequality
 - Terminology and Definitions
 - Committee Assignments will be made via Canvas.
- Recommended Reading: Students should read the following to inform discussions:
 - “Global Philanthropy and Inequality” [LINK](#)

Thursday, September 11: Funding, Power & Social Change

- Class Activity:
 - Conversations and analysis of readings, be prepared to discuss
 - Committee Work
 - Recommended Readings:
 - Preface, Forward, and Introduction in edited by Incite! Women of Color Against Violence. (2007). *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex*.
 - Forward and Introduction in Villanueva, E. (2018). *Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance*.
 - Discussion with Anand Giridharadas and Edgar Villanueva: [LINK](#)
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Week 3: Philanthropy in Action

This week we will focus on how philanthropy is put into action and how it can be done successfully in light of the topics covered in class to this point.

Tuesday, September 16: Philanthropy Insights and donors

- Class Activity: Work to complete the RFP
- Assign Flash Talks

Thursday, September 18: Committee Work

- Assignments Due:
 - Work with your committee to prepare in order to finalize RFP today
 - Readings: Submit a reflection essay on the textbook chapter readings on Canvas,
 - Gary, Inspired Philanthropy, Chapter 1: Giving and the Nonprofit World
 - Gary, Inspired Philanthropy, Chapter 2: You, the Philanthropist
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Week 4: The Who, Where and Why of Philanthropy

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

Tuesday, September 23: Philanthropy Motivations & Landscape

- Class Activity:
 - Values in Philanthropy
 - Landscape of Philanthropic Giving
 - Q & A with past students, be prepared with questions

- Readings:
 - Giving USA Report: [LINK](#)

Thursday, September 25: Impact, Implications, and Consequences of Giving

- Class Activity:
 - Discussion of Readings
 - Readings:
 - Gary, Inspired Philanthropy Ch 3: Developing Your System of Giving
 - Gary, Inspired Philanthropy Ch 4: Creating a Mission Statement
 - Recommended Readings
 - Listen to: Act one “Money for nothing and your cows for free” in *This American Life* 503: I Was Just Trying to Help. [LINK](#)
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Week 5 Unit 2: Key Moments & History of Philanthropy in the U.S.

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

September 30 and October 2: Personal Giving

- Class Activity:
 - Presentation on Personal Philanthropy
 - Give students a brief summary of your background and the experiences that helped shape your personal philanthropy- did anyone serve as your role model?
 - Share any quotes/books that inspire you.
 - Describe details of your first major gift – what led up to making this gift, what was your relationship with the organization and how did the organization recognize and convey gratitude for your gift.
 - As a well-known and respected philanthropist what are some “do’s and don’ts” individuals and nonprofits seeking your support should know?
 - How do you make your personal philanthropic decisions?
 - What is your advice to students as they think about their personal giving goals?
- Readings:
 - Gary, Inspired Philanthropy Ch 5: Deciding How Much to Give
 - Gary, Inspired Philanthropy Ch 6: Where to Give

Week 6: History & Examples of Success

Tuesday, October 7 and Thursday, October 9: Historical Context & Major Players

- Class Activity:
 - Historyofgiving.org: Each student will be assigned one time period from History of Giving. They should read and take notes in detail on their section using the History Notes template on Canvas. This can be found in the assignment titled “Week 5 History

Notes” and should be uploaded before class. Students will work with peers assigned to the same section. As a small group, they will consolidate the information they learned and teach the material to their peers.

Excellence and Successes in Philanthropy

- Class Activity:
 - Committee Check-in
 - Readings:
 - Gary, Inspired Philanthropy Ch 7: Creating a Personal Giving Plan
 - Gary, Inspired Philanthropy Ch 8: The Many Ways to Give
-

Unit 3: Contemporary Approaches to Philanthropy

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

Week 7: Evaluating Proposals and Forms of Philanthropy

This week we will explore key ideas and techniques used to evaluate grant proposals.

Tuesday, October 14: Methods in Evaluating Grant Proposals

- Class Activity:
 - Discuss Readings as it applies to our review process
 - Committee Work
- Recommended Readings:
 - Kania & Kramer (2011). “Collective Impact” [LINK](#)
 - Meiksins, (2013). “Strategic Philanthropy: The Good, the Bad, the Ugly” [LINK](#)
 - Scan: LCC Toolkit, “Evaluating Grants” [LINK](#)
 - Scan: National Archives. “Grant Evaluation Checklist” [LINK](#)

Thursday, October 16: Entrepreneurship, International, Corporate & Community Philanthropy

- Class Activity:
 - Community Based Philanthropy Case-Study
- Readings:
 - Gary, Inspired Philanthropy, Chapter 9 Organizational Giving: Family Foundations and Corporate Giving
 - Gary, Inspired Philanthropy, Chapter 10 Engagement with Groups You Support

Week 8: Evaluating Grants & Conducting Site Visits

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

Tuesday, October 21: Philanthropy Lab Workshop

- Class Activity:

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

Thursday, October 23: Presentation on Personal Philanthropy

- Class Activity:
 - Continue Review of Applications and prepare for site visits—process and plans
 - Readings:
 - Gary, Inspired Philanthropy, Chapter 11 Creating Greater Plans for Your Family, Heirs, and Humanity
 - Gary, Inspired Philanthropy, Chapter 12 Growing and Partnering with the Next Generation
 - Recommended Reading
 - Alarie-Leca (2015), “Smarter Site Visits” [LINK](#)
-

Unit 4: Grant Making, Evaluation & Engaging with Organizations

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

Week 9: Setting Priorities and Making Decisions

Tuesday, October 28: Philanthropy Lab Workshop

- Class Activity:
 - Continue Review of Applications

Thursday October 30: Personal Giving

- Gary, Inspired Philanthropy Ch. 13 For Donors Who Have Much More to Give
 - Gary, Inspired Philanthropy Ch 14: The Power of Partnership, Transformative Philanthropy
 - Continue Review of Applications Browse the Philanthropy Job Boards:
<https://www.philanthropy.com/jobs>
 - “Is there such a thing as a career in philanthropy? Absolutely!” [LINK](#)
 - “So you want a job in Philanthropy?” [LINK](#)
-

Week 10: Evaluating Grants & Conducting Site Visits

Tuesday November 4: Philanthropy Lab Work Session

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

Thursday, November 6: Philanthropy Lab Work Session

- Class Activity
 - Prepare for site visits/phone conferences

- Readings:
 - Submitted proposals as determined by the class
-

Week 11: Evaluating Grants & Completing Site Visits

Tuesday November 11: Philanthropy Lab Workshop

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

Thursday, November 13: Philanthropy Lab Workshop

- Class Activity:
 - Evaluation of grants and review of site visits and make final decisions
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Weeks 12: Awarding Funds and Prepare for Award Celebration

Tuesday November 18 and Thursday November 20 Prepare for Award Celebration and Committee Work

Week 13: Award Celebration Preparation

Tuesday November 25 Prepare for Award Celebration

Week 14: Award Celebration and Final Class

Thursday December 2 Award Celebration

Tuesday December 4: Class evaluation and reflection

- Class Activity:
 - Reflection on process, Final Thoughts
 - Finalize post-grant evaluation process
 - Course Evaluation
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Week 15: Final Class Evaluation

Thursday December 9: Class evaluation and reflection

- Class Activity:
 - Reflection on process, Final Thoughts
 - Finalize post-grant evaluation process
 - Course Evaluation and focus group exercise

Final Examination Period—December 17, 7:45am-9:45am, Final Reflection Essay, Due on Canvas by the end of the exam period.

Appendix A

Book Club: Flash Talk Presentations

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

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

Book Selections

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

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

Goldseker, S., & Moody, M. P. *Generation Impact: How Next Gen Donors are Revolutionizing Giving.* (Wiley, 2017).

“Meet the next generation of donors—the Gen X and Millennial philanthropists who will be the most significant donors ever and will shape our world in profound ways. Hear them describe their plans with firsthand accounts and expert analysis of their hands-on, boundary-pushing strategies, as well as their determination to honor the legacies they have inherited and the values they hold.

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

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

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

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

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

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

"In giving to charity, should we strive to do the greatest good or promote a lesser good that we care more about? On such issues, ethical theory can have momentous practical effects. This collection includes new papers on philanthropy from a range of philosophical perspectives. Most recently published work by philosophers on charitable giving tends to support what is called effective altruism—doing the most good you can. In practice, however, charitable giving is often local and relatively ineffective, supporting causes dear to the givers' hearts. Are ineffective givers doing wrong or merely doing less praiseworthy work than they might? This volume includes at least three challenges to the effective altruism movement, as well as two chapters that defend it against the gathering tide of objections."

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

Appendix B

Inspiring Philanthropists Paper

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

and speak with them directly about their giving and views on philanthropy. The idea is to find someone who you can learn from and have as an inspirational figure and model of philanthropy.

Criteria:

Your chosen philanthropist:

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

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

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

Assessment Criteria:

To receive full credit, your essay should address all topics covered in the assignment and the basic requirements outlined. It should be written following professional standards and should show quality research and insight into the philanthropist activities and experiences. It should also draw clear connections between the philanthropist and your own values. Your essay should be submitted electronically in a Word document to Canvas on time. Late submissions will have one point deducted for each day that it is late.

Final—Fall 2025—September 3, 2025