

Philanthropy & Just Societies

Columbia University in the City of New York

PSYC4885GU • Spring 2026 (3 credits)

Tuesdays, 10:10 AM – 12:00 PM • Morningside Campus • Satow Room, 5th Floor, Lerner Hall

Instructor Information:

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Course Director

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

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

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

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

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

Course Assignments and Grading Distribution: We expect you to (a) complete all of the required readings for the course by the date scheduled, (b) engage in our classroom discussion, (c) submit all assignments on time, and (d) be present for class sessions and presentations. There is no virtual option for class attendance (e.g., Zoom). Without written permission from your professors or the course director (TA) prior to an assignment's due date, no late submissions will be accepted. Please check [CourseWorks Modules](#)² (organized by class number and date) and [CourseWorks Assignments](#)³ regularly for due dates and assignment specifications and formats.

Your grade points will be based on the following:

- Individual and Group Assignments (80%)
- Class Participation, including interaction with guest speakers (20%)
- Grading clarification: Receiving 100 points (i.e., 100%) in this course equals an A grade

Individual Assignment 1.1 – DUE January 26, 2025 @ 12PM (1 week)

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

Individual Assignment 1.2 – DUE January 26, 2025 @ 12PM (1 week)

Interviews. Also assigned in the first class, you will interview two (2) people of different ages (e.g., family members, colleagues, etc.) about their own identities as givers and receivers of philanthropy vis-à-vis time and/or financial resources. Written submission, up to 500 words (single spaced). (5% of grade)

Individual Assignment 1.3 – DUE February 2, 2025 @ 12PM (2 weeks)

\$10 Challenge! Your current, personal approach to philanthropy. As the third assignment in the first class, you will receive \$10 cash at the beginning of this class. You will be asked to use the \$10 to *make whatever impact you wish*. Reflecting on your \$10 Challenge, you must

² <https://courseworks2.columbia.edu/courses/214124/modules>

³ <https://courseworks2.columbia.edu/courses/214124/assignments>

write and submit up to 250 words (single-spaced) reflecting on why you did what you did. As a part of your reflection, please consider the question: “What change did you want to effect with your \$10, how did you decide how to go about making the change, and how did you *feel* after the exercise?” (5% of grade)

Individual Assignment 2 – DUE February 9, 2025 @ 12PM (2 weeks)

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

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

Group Assignment 1 – DUE March 2, 2026 @ 12PM (2 weeks)

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

Group Assignment 2.1 – DUE March 30, 2026 @ 12PM (3 weeks)

Mission and Goals Memo. In a single memo of up to 750 words (single spaced), discuss three (3) organizations that meet your group’s goals and philosophy. Describe each organization’s mission and goals, target population, key activities and programs, how they access impact, and their leadership structure, and review their IRS Form 990 filings to have a better sense of their financial operations. *Why do you believe each organization is doing a good job at serving its target population?* For each organization, explain specifically how it aligns with your group’s goals and why you have singled it out above others. At the end of your memo, identify ONE (1) organization for a site visit and explain why you chose it above the other two nominees. *Be explicit about how you went about evaluating the three organizations, and why one emerged in this evaluation as your final choice.* (10% of grade)

Group Assignment 2.2 – DUE April 6, 2026 @ 12PM (2 weeks)

Site Visits and Reports. During the completion of Group Assignment 2.1 (above), your group should also be making plans for your site visit(s) and report(s) prior to the end of March

2026 (specific guidance and instructions provided on CourseWorks). Site visits are a required element of this course. Each student must visit at least the selected organization, although you are encouraged to visit others. (10% of grade)

Group Assignment 3.1 – DUE April 20, 2026 @ 10AM (2 weeks, collectively, for 3.1 & 3.2)

Final Presentation Preparation & Practice. Your group will design a presentation (duration TBD) to share with the rest of the class. This will be your final opportunity to pitch your organization and the gift amount you think they need. Specific formatting and guidelines will be given in class and on CourseWorks, and your group must schedule arrangements to practice your presentation for the TA in advance of your in-class presentation. (5% of grade)

Group Assignment 3.2 – Final presentation file UPLOADS DUE April 20, 2026 @ 5PM

In-Class Presentations & Allocation Voting. All groups will give their presentations to the rest of the class on April 21, 2026 (subject to change), after which allocation voting will open according to guidelines that will be explained in class and on CourseWorks. (15% of grade)

Group Assignment 4 – DUE April 27, 2026 @ 12PM (1 week)

Organization Letters. Please note the tight turnaround on this assignment. Prepare a letter to the recipient of the gift that justifies the gift to the *funded organization*, and letters of declination to *non-funded* organizations that your group visited. In addition to uploading those letters to CourseWorks, please also email them to Peter Trevino (pt2492@columbia.edu). Once your group has received approval, deliver the recipient letters along with an invitation to attend the Giving Ceremony. (5% of grade)

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

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

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

content.

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

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

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

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

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

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

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

Health & Wellness

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

then click: “Health – Wellness”)

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

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

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



CLASS 01 — January 20, 2026

Introduction to Course

Begin Assignment 1.1, Assignment 1.2, and Assignment 1.3.

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

(see specific instructions and due dates above and on CourseWorks)



CLASS 02 — January 27, 2026

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

Begin Assignment 2.0.

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

- Beck, J. (2015, August 10). The story of your life. *The Atlantic*.
<https://www.theatlantic.com/health/archive/2015/08/life-stories-narrative-psychology-redemption-mental-health/400796/>



CLASS 03 — February 3, 2026
History and Foundations of Philanthropy

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

Optional Readings:

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



CLASS 04 — February 10, 2026
An Ecological Systems Perspective on Philanthropy

- Bronfenbrenner’s ecological model. (n.d.). Retrieved January 5, 2024, from
<https://www.structural-learning.com/post/bronfenbrenners-ecological-model>
- Ecosystem philanthropy. (n.d.). *Systems Thinking Marin*. Retrieved January 9, 2024, from

<https://www.systemsthinkingmarin.org/resources/ecosystem-philanthropy/>

- Burton, D. O., & Barnes, B. C. B. (2017). Shifting Philanthropy From Charity to Justice. *Stanford Social Innovation Review*. <https://doi.org/10.48558/RMZA-A722>

Optional Readings:

- Barman, E. (2017). The social bases of philanthropy. *Annual Review of Sociology*, 43, 271–290. <https://doi.org/10.1146/annurev-soc-060116-053524>



CLASS 05 — February 17, 2026

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

Groups announced; begin Group Assignment 1.0.

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

Optional Interview:

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



CLASS 06 — February 24, 2026

Developing an Understanding of Inequality and What to Do About It

Begin Group Assignment 2.1.

- Elenbaas, L., Rizzo, M. T., & Killen, M. (2020). A developmental-science perspective on social inequality. *Current Directions in Psychological Science*, 29(6), 610–616.

<https://doi.org/10.1177/0963721420964147>

- Flanagan, C., & Levine, P. (2010). Civic Engagement and the Transition to Adulthood. *The Future of Children*, 20(1), 159–179. <http://www.jstor.org/stable/27795064>
- McLoyd, V. C. (2019). How children and adolescents think about, make sense of, and respond to economic inequality: Why does it matter? *Developmental Psychology*, 55(3), 592–600. <https://doi.org/10.1037/dev0000691>

Optional Readings:

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



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

CLASS 07 — March 3, 2026

(PART I) Using Philanthropy To Solve Social Challenges: Identifying and Researching a Challenge

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



CLASS 08 — March 10, 2026

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

- Bailey, D., Duncan, G. J., Odgers, C. L., & Yu, W. (2017). Persistence and fadeout in the impacts of child and adolescent interventions. *Journal of Research on Educational Effectiveness*, 10(1), 7–39. <https://doi.org/10.1080/19345747.2016.1232459>
- Walker, D. (2023). *From generosity to justice: A new gospel of wealth*. Disruption Books.



Spring Recess, March 17–21, 2026 – NO CLASSES HELD



CLASS 09 — March 24, 2026

(PART III) Measuring Impact: How Will You Know If Your Approach Works?

Begin Group Assignment 2.2.

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

Optional Readings & Resources:

- Delgado, S., Alsabahi, L., Wolff, K., Alexander, N., Cobar, P., & Butts, J. (2017). The effects of cure violence in the south bronx and east new york, brooklyn. *CUNY. Publications and Research*. https://academicworks.cuny.edu/jj_pubs/417
- All Cure Violence sites: <https://council.nyc.gov/data/cure/>
- Buggs, S. (2022). Community-based violence interruption and public safety. *Arnold Ventures*.
- Violence Reduction: Supporting Community Safety. (n.d.). *Arnold Ventures*. <https://www.arnoldventures.org/work/violence-reduction>



Class 10 — March 31, 2026

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

- Peck, R. N., Issarow, B., Kisigo, G. A., Kabakama, S., Okello, E., Rutachunzibwa, T., Willkens, M., Deogratias, D., Hashim, R., Grosskurth, H., Fitzgerald, D. W., Ayieko, P., Lee, M. H., Murphy, S. M., Metsch, L. R., & Kapiga, S. (2024). Linkage case management and post-hospitalization outcomes in people with hiv: The daraja randomized clinical trial. *JAMA*. <https://doi.org/10.1001/jama.2024.2177>
- Kroll, A. (2017, June 27). Meet the megadonor behind the LGBTQ rights movement: How Tim Gill turned a \$500 million fortune into the nation’s most powerful force for LGBTQ rights. *Rolling Stone*. <https://www.rollingstone.com/politics/politics-features/meet-the-megadonor-behind-the-lgbt-q-rights-movement-193996/>

- Thomas, S. K. (2023). Leveraging the Collective Power of Philanthropy. *Stanford Social Innovation Review*. <https://doi.org/10.48558/87JB-W984>
- Desmond, M. (2023). Chapter 7: Tear Down the Walls. In *Poverty, by America* (pp. 119–139). Crown Publishing Group.
- Lief, L. (2023, May 25). Philanthropy needs to rethink its approach to civic engagement. *Inside Philanthropy*. Retrieved November 7, 2023, from <https://www.insidephilanthropy.com/home/2023/5/24/philanthropy-needs-to-rethink-its-approach-to-civic-engagement>



Class 11 — April 7, 2026

Negotiation & Conflict Resolution: Difficult Conversations About Philanthropy and Justice

Begin Group Assignment 3.1.

- Coleman, P. T. (2006). Power and conflict. *The handbook of conflict resolution: Theory and practice*, 120-143. https://doi.org/10.1007/978-1-4419-9994-8_5
- Deutsch, M. (1975). Equity, equality, and need: What determines which value will be used as the basis of distributive justice?. *Journal of Social issues*, 31(3), 137-149. <https://doi.org/10.1111/j.1540-4560.1975.tb01000.x>
- Stone, D., Patton, B., & Heen, S. (2023). (Chapter TBD). In *Difficult conversations: How to discuss what matters most* (Revised edition). Penguin Books.

Optional:

- Deutsch, M. (2011). Justice and Conflict. In Coleman, P. (eds) *Conflict, Interdependence, and Justice. Peace Psychology Book Series*, vol 11, 29–55. Springer, New York, NY. https://doi.org/10.1007/978-1-4419-9994-8_5
- Druckman, D., & Wagner, L. M. (2016). Justice and negotiation. *Annual Review of Psychology*, 67(1), 387–413. <https://doi.org/10.1146/annurev-psych-122414-033308>
- Fine, M., & Halkovic, A. (2014). A delicate and deliberate journey toward justice: Challenging privilege: Building structures of solidarity. In: *The Handbook of Conflict Resolution: Theory and Practice* (Eds. Peter T. Coleman, Morton Deutsch, and Eric C. Marcus), 56-75.



Class 12 — April 14, 2026

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

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

Revisit concepts from:

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



Class 13 — April 21, 2026
In-Class Group Presentations and Award Allocation Voting

Complete Group Assignment 3.2; Begin Group Assignment 4.0.

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



Class 14 — April 28, 2026 — FINAL CLASS DAY
New Approaches to Philanthropy and Just Societies

Summary discussion of all course materials to date, in addition to:

- Singer, P. (2016). *The Most Good You Can Do: How Effective Altruism is Changing Ideas About Living Ethically* (pp. TBD). Yale University Press.

Optional Readings:

- Leaphart, K. (2022, April 25). Four ways the future of philanthropy will be different. *Philanthropy News Digest (PND)*. <https://philanthropynewsdigest.org/features/commentary-and-opinion/four-ways-the-future-of-philanthropy-will-be-different>
- Rogers, R. (2015). Making public policy: The new philanthropists and American education. *American Journal of Economics and Sociology*, 74(4), 743–774. <https://doi.org/10.1111/ajes.12113>



Giving Ceremony — Date TBD

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

Additional bibliography references:

- Aaker, J. L., & Akutsu, S. (2009). Why do people give? The role of identity in giving. *Journal of Consumer Psychology*, 19(3), 267–270. <https://doi.org/10.1016/j.jcps.2009.05.010>
- Bekkers, R., & Wiepking, P. (2011). A literature review of empirical studies of philanthropy: Eight mechanisms that drive charitable giving. *Nonprofit and voluntary sector quarterly*, 40(5), 924–973.
- Berger, I. E. (2006). The Influence of Religion on Philanthropy in Canada. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 17(2), 115–132.
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