

**Learning Philanthropy: Engaging in the Study and Practice of Giving**  
Northwestern University  
School of Education and Social Policy (SESP)  
SESP 351  
Spring 2013

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Lauren Jones Young  
Teaching Assistant: Tracy Dobie

Class: Tuesdays, 2:00 pm - 5:00 pm

Location: Annenberg Hall, Room 303, Baldwin Studio

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### **COURSE DESCRIPTION**

An aim of this course is to engage students in the study of philanthropy and the practice of giving. We bring to this examination a particular set of perspectives emphasizing philanthropic giving intended to improve the lives of children and adults and the opportunities afforded them. As a class, we will interrogate this focus and the role of philanthropy in the United States by studying its history, social meanings, motivations, and effects. Students will learn about philanthropy in light of relationships with the nonprofit sector and government, socio-cultural and historical contexts, and influences on why individuals give. In addition to developing rich understandings of theory and actions in philanthropic practices, students will be asked to explore their own conceptions and values about philanthropic purposes and outcomes. By the end of the course, students should have gained knowledge and experience that will enable them to more thoughtfully and diligently engage in the practice of giving.

In the grant-making lab part of this course, students will have the unique opportunity to experience the satisfaction, challenges, and responsibility of giving away money with the intention of promoting a public benefit. Expectations are high for participation and engagement in course assignments and class discussion, and for professionalism in the community-based activities. Together, students and professors will decide, through deliberation and discussion, why and how this money will be granted to benefit people and causes of the students' choosing. All recipients must be U.S. 501(c)(3) organizations; all grants will be awarded by the end of the spring 2013 quarter. This laboratory component of the course is made possible by an initiative of the Once Upon A Time Foundation of Ft. Worth, Texas. The Foundation has entrusted the class with these resources to enhance students' understandings of and engagement in philanthropy.

## **COURSE REQUIREMENTS**

This course will require individual reflection as well as large- and small-group analyses and discussions of the readings and videos. Through dialogue and discussion, our goal is to facilitate your explorations of text and videos. Students thus are expected to arrive at each class session on time and having read the materials assigned, prepared to participate constructively in class discussions.

One third to one half of each class will be devoted to the grant-making lab. Each student is assigned to one of four workgroups: Child/Youth Development, Poverty, Education, and Health and Wellness. In this portion of the course, students are expected to participate in discussions and other activities of the workgroup leading to a plan, argument, and decision about an organization to fund, and at what level. These other activities may include establishing goals and principles for giving, investigating and visiting nonprofit organizations on site and other performances of due diligence, engaging in discussions, and reaching collective decisions. For each session, the workgroup should select a facilitator and recorder. Benchmarks are provided for lab activities to help guide progress toward final recommendations.

Assessments of individual work account for 60% of the final grade; the grant-making lab accounts for 40%. Assignments are due by 11:59 pm (CDT) on the specified due date. No late assignments will be accepted after the last class. Late assignments received before the last class will lose ½ grade. Five components make up the course requirements: Participation, Reflection Papers, Workgroup Class Presentation, Reviews of Other Workgroup Presentations, and Workgroup Portfolio. Except for the in-class workgroup reviews, the papers and workgroup portfolio should be submitted through Blackboard.

### Participation (15%):

This component includes attendance, coming to class prepared, active and constructive involvement in information gathering and due diligence discussions and activities, posting information on Blackboard as requested, and constructive participation in final decision-making activities. Each student is expected to participate in a site visit to an organization being considered for funding by her/his workgroup.

### Reflection Papers (40%):

Paper 1 (20%): Philanthropic autobiography (2-4 pages), with references to course readings. Include critical reflections, questions, and analytical insights on readings, discussions, and guest speakers, in light of personal values and experiences. Cite course readings in APA style. **DUE APRIL 23, 2013**

Paper 2 (20%): Given the philanthropic autobiography presented in Paper 1 and the class activities since, reflect on the development of your own thinking about philanthropic purposes, values, and perspectives (2-4 pages). Include reflections, questions, and analytical insights on readings, class and workgroup discussions, and guest speakers. Cite course readings in APA style. **DUE MAY 14, 2013**

### Workgroup Class Presentation (15%):

Power-point/video/oral presentation on the workgroup's recommendation and rationale for funding, including the following:

1. Mission principles/criteria for selection;
2. Project description and budget, including the project's main objectives and how the organization is to use the funds;
3. Brief overview of the nonprofit organization and key learnings from the site visits and other due diligence investigations of the organization;
4. Anticipated results and outcome measures;
5. Four major factors that led the workgroup to select the nonprofit organization for funding.

The intention is to present a persuasive argument designed to inform others about what you want to do, and why. Workgroup members should be prepared to answer questions about selection criteria, selection process, merits of the recommendation, and anticipated results. The presentation is limited to a maximum of 30 minutes: **JUNE 4, 2013**

#### Reviews of Other Workgroup Presentations (5%)

Complete reviews of the presentations made by other workgroups. Would you support a recommendation to fund this organization? Why? Why not? What questions remain? What additional information would be helpful to you? Any suggestions for improvement? Comments will be shared (anonymously) with the other workgroups. In-class reviews are due by the end of class on **JUNE 4, 2013**.

#### Workgroup Portfolio (25%):

The workgroup portfolio is comprised of five (5) documents. One portfolio per workgroup will be accepted.

1. Written report (5-10 pages) should present the key considerations, arguments, and processes involved in arriving at the recommendation. The report should include the following:
  - a. Mission principles/criteria for selection;
  - b. Project description and budget, including the project's main objectives and how the organization is to use the funds;
  - c. Brief overview of the nonprofit organization and key learnings from the site visits and other due diligence investigations of the organization;
  - d. Additional resources (money, time, personnel) the nonprofit is allocating to the project;
  - e. timeline for implementing the project;
  - f. anticipated results and outcome measures;
  - g. What 2-4 other organizations were considered;
  - h. Four major factors that led the workgroup to select the nonprofit for funding.
2. Draft letter/email that can be sent to the recipient organization informing them of the award, amount, and expectations. A communication should be prepared for each organization being recommended.
3. Citation for the award: a 100-word announcement that could be read at a public reception highlighting the purpose of the award and why it is being recommended. A citation should be prepared for each organization being recommended.
4. Draft letter/email of declination that can be sent to each organization considered for funding and contacted, but not funded.
5. Memo (2-3 pages) to the next cohort of students that describes the purpose of the grant, reasoning that led to this decision, expectations and timeline of activity for the next year, and questions that should be asked of the organization in one year in regards to the activities and outcomes to be completed and achieved. What should others look for in one year to know that your grant-making has achieved what you intended? **DUE JUNE 10, 2013.**

## COURSE MATERIALS

Articles and book chapters can be downloaded from Blackboard or found online at the link provided. As these readings will be the focus of class discussions, students should have access to digital or print copies during the class. Additional background references are attached. Below are website links to information that you may find useful about nonprofit organizations of interest and philanthropy.

### General sites:

Idealist.org (clearinghouse for nonprofit ideas and news)

NonprofitHub.com (large list of links organized by category)

Urban Institute (general social and economic policy research institute, with section devoted to nonprofits and philanthropy)

Charity Navigator.org (financial health and accountability reviews of 6000 major national charities)

Guidestar (basic data on NPOs, including the tax form 990; the site is free but registration is required)

Harvest Today (nonprofit and philanthropy news service)

Givewell.org (research on charities)

National Center for Charitable Statistics (<http://nccsdataweb.urban.org/>)

Independent Sector: [www.independentsector.org](http://www.independentsector.org) (broad-based coalition dedicated to improving America's third sector)

Foundation Center: [www.fdncenter.org](http://www.fdncenter.org) (database on foundations, both students and practitioners of philanthropy)

### On philanthropy:

Donors Forum ([www.donorsforum.com](http://www.donorsforum.com)): organization dedicated to strengthening Illinois philanthropy and the nonprofit sector

The Chronicle of Philanthropy (national weekly devoted to covering philanthropy)

The Non-Profit Times (monthly news magazine)

Ashoka: [www.ashoka.org](http://www.ashoka.org) (supports social entrepreneurship, with section devoted to nonprofits and philanthropy)

Center on Philanthropy at Indiana University ([www.philanthropy.iupui.edu](http://www.philanthropy.iupui.edu))

EPhilanthropyFoundation.org (organization dedicated to promoting online philanthropy, includes e-zine)

Philanthropy News Digest (<http://fdncenter.org/pnd>)

American Association of Fundraising Counsel (<http://www.aafrc.org>) : organization dedicated to ensuring ethical behavior amongst philanthropies)

The Philanthropic Initiative ([www.tpi.org](http://www.tpi.org)) : offers strategic services to philanthropists)

American Institute of Philanthropy ([www.charitywatch.org](http://www.charitywatch.org)) : general purpose philanthropy website, including ratings of organizations

Center for Strategic Philanthropy & Civic Service (<http://cspcs.sanford.duke.edu>)

Non-Profit Quarterly ([www.nonprofitquarterly.org](http://www.nonprofitquarterly.org))

Wealth and Giving Forum, Boston College: [www.wealthandgiving.org/people\\_schervish.html](http://www.wealthandgiving.org/people_schervish.html)

Science of Generosity Initiative, University of Notre Dame: <http://generosityresearch.nd.edu/>

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To give away money is an easy matter and in any man's power. But to decide to whom to give it, and how large, and when, and for what purpose and how, is neither in every man's power nor an easy matter.

Aristotle  
*Nicomachean Ethics*, 360 BCE

## COURSE MEETINGS

### APRIL 9 INTRODUCTION: PERSPECTIVES ON PHILANTHROPY

What is philanthropy, and why engage in such practices?  
Introductions and discussion of admissions essays – what you bring to the class  
What you hope to get out of the course  
What we want to accomplish and how we will go about it  
Course Overview

#### Readings:

Andrew Carnegie. 1901. Part 1. *The Gospel of Wealth and Other Timely Essays*.  
<http://archive.org/details/cu31924001214539>

Peter Singer. December 17, 2006. What Should a Billionaire Give – and What Should You? *New York Times Magazine*.

Watch: Charlie Rose Show on the Giving Pledge with Bill and Melinda Gates, Warren Buffett, June 16, 2010: <http://www.charlierose.com/view/interview/11063>

Andrew Ross Sorkin. August 29, 2011. The Mystery of Steve Jobs's Public Giving. *New York Times*: [dealbook.nytimes.com/2011/08/29/the-mystery-of-steve-jobs-public-giving/](http://dealbook.nytimes.com/2011/08/29/the-mystery-of-steve-jobs-public-giving/)

Caroline Preston. October 26, 2011. Steve Jobs Found Much to Dislike About Philanthropy. <https://philanthropy.com/blogs/the-giveaway/steve-jobs-found-much-to-dislike-about-philanthropy/909>

Olivier Zunz, December 23, 2011. Philanthropy by the Rest of Us. *New York Times*: [www.nytimes.com/2011/12/23/opinion/christmas-seals-and-mass-philanthropy.html?\\_r=1](http://www.nytimes.com/2011/12/23/opinion/christmas-seals-and-mass-philanthropy.html?_r=1)

LAB: Four workgroups of students have been constituted, based on each student's priority interests: Child/Youth Development, Poverty, Health and Wellness, and Education. Over the quarter, you and other members of your workgroup will work together to recommend to your class peers a grant to a nonprofit organization. In this first session, introduce yourselves to one another. What are your initial instincts about giving to particular causes and/or organizations? Begin to identify principles that will guide your decisions.

### APRIL 16 INFLUENCES ON GIVING: VALUES, MOTIVES, BELIEFS, AIMS

Why give to charity? Do you expect everyone to be charitable, or is someone who gives to charity going beyond the call of duty? How do personal philosophies intersect with ideas about improving society? How would you describe *your* values and beliefs?

Readings:

Thomas J. Tierney and Joel L. Fleishman. 2011. "What Are My Values and Beliefs?," *Give smart: Philanthropy that gets results*. New York: PublicAffairs, pp. 21-48.

Julie Salamon. 2003. *Rambam's Ladder: A Meditation on Generosity and Why it is Necessary to Give*. New York: Workman Publishing.

Watch video on Monkeysee.com: Charitable Donations: Choosing the Right Charity, <http://www.monkeysee.com/play/18398-charitable-donations-choosing-the-right-charity>.

GUEST:

Mitchell Neubert, WCAS '07, Associate Director  
Annual Giving & Reunion Programs, Northwestern University

LAB: Begin drafting a mission statement for workgroup giving, highlighting the objectives and principles that will guide your workgroup's decisions. What is it you hope to accomplish through this gift? What are causes of highest common interest?

APRIL 23

INFLUENCES ON GIVING: SOCIAL, ECONOMIC, RELIGIOUS, AND CULTURAL

Readings:

Patricia Illingsworth. 2011. "Giving Back: Norms, Ethics and Law in Service of Philanthropy," in Patricia Illingsworth, Thomas Pogge, and Leif Wenar (eds), *Giving well: The ethics of philanthropy*. Oxford University Press, pp. 196-219.

Peter Frumkin. 2006. Giving Styles. *Strategic giving: The art and science of philanthropy*. Chicago: University of Chicago. p. 253-292. eBook - <http://nucats.library.northwestern.edu/cgi-bin/Pwebrecon.cgi?BBID=5607181>

Gwendolyn Brooks, "The Lovers of the Poor," in Amy A. Kass (ed), *The perfect gift: The philanthropic imagination in poetry and prose*. Bloomington: Indiana University Press, 2002, pp. 200-202.

Marybeth Gasman. 2002. "Oseola McCarty," in Robert T. Grimm, Jr. (ed), *Notable American philanthropists: Biographies of giving and volunteering*. Westport, CT: Greenwood Press, pp. 204-206.

**REFLECTION PAPER 1 DUE**

GUESTS:

Charles A. Lewis, Lewis-Sebring Family Foundation, Evanston, IL  
Casey Lewis Varela, Lewis-Sebring Family Foundation, Evanston, IL

LAB: Draft a working document of the principles to guide the group's decisions. For the next lab on April 30<sup>th</sup>, each workgroup member is to conduct online reviews of two

organizations of interest and post a brief report (1-2 paragraphs) about each one. Don't contact the organizations yet.

APRIL 30

## PRIVATE ACTIONS FOR THE PUBLIC GOOD: FOUNDATIONS AND OTHER PRIVATE GIVING

### Readings:

Peter Singer. 2009. *The Life You Can Save: Acting Now to End World Poverty*. NY: Random House:

    "Saving a Child," pp. 3-12

    "Is It Wrong Not to Help?", pp. 13-22

    "Common Objections to Giving," pp. 23-41

Claire Gaudiani. 2003. "Democracy, Capitalism, and Generosity: The Fragile Balance," *The greater good: How philanthropy drives the American economy and can save capitalism*. New York: Henry Holt and Co., pp. 9-30.

Kenneth Prewitt. 2006. "Foundations," in Walter W. Powell & Richard Steinberg (eds), *The nonprofit sector: A research handbook* (2<sup>nd</sup> Edition). New Haven: Yale University Press, pp. 355-377.

Stephanie Strom, "Donors Weigh the Ideals of Meaningful Giving," *New York Times*, November 1, 2011

Judi Rudoren, "Putting Zuckerberg's Millions to Work for Schools," *New York Times*, November 2, 2011

### GUESTS

Sharon Bush, Elgin Program Director, Grand Victoria Foundation. Former Senior Program Officer for Employment at the Lloyd A. Fry Foundation.

Marvin Cohen, former Chicago Community Trust senior program officer and associate vice president, Jewish Federation of Metro Chicago

LAB: Discuss information about the organizations investigated by group members. Weigh the merits. Based on these reports, select the top 3-4 nonprofit organizations, and for each organization provide the contact information (contact name, mailing address, email address) on Blackboard. The instructors will send letters of introduction to these organizations.

MAY 7

WORKSHOP: GATHERING INFORMATION AND ASSESSING POSSIBILITIES

What information is important to know in making the decision to support a nonprofit organization? What information about the organizations is needed in advance of contact and site visits? Where do you find it? Conducting site visits: making contacts, stating purpose, asking good questions, taking field notes, what will you ask organizations to provide, and when?

Readings:

Joel J. Orosz. 2000. *The insider's guide to grantmaking: How foundations find, fund, and manage effective programs*. San Francisco: Jossey-Bass.

"Making Sense of the Grantmaking Universe," pp. 25-37.

"Site Visits," pp. 130-142.

"The Ethics of Grantmaking," p. 252-261.

Thomas J. Tierney and Joel L. Fleishman. 2011. "A Monday Morning Checklist," *Give smart: Philanthropy that gets results*. New York: PublicAffairs, pp. 221-225

LAB: Workgroup members share information about organizations. What additional information do you need about these organizations? The workgroup should develop common questions to ask and materials to collect from each organization. Decide who will visit which sites, in teams of 2-3 students.

MAY 14

DEVELOPING SMART, EFFECTIVE, AND ETHICAL STRATEGIES

What are your expectations for your grantmaking? How will you recognize "success"?

Readings:

Thomas J. Tierney and Joel L. Fleishman. 2011. "What Is 'Success' and How Can It Be Achieved?" *Give smart: Philanthropy that gets results*. New York: PublicAffairs, pp.49-79.

Paul Brest and Hal Harvey. 2008. *Money well spent: A strategic plan for smart philanthropy*. New York: Bloomberg Press

"The Promise of Strategic Philanthropy," pp. 3-19.

"Analyzing Problems and Developing Solutions," pp. 37-57.

Joel L. Fleishman. 2009. "Foundations: What They Do and How They Do It," *The foundation, A great American secret: How private wealth is changing the world*. New York: PublicAffairs, pp. 57-69.

W.K. Kellogg Foundation. January 2004. *Logic Model Development Guide*.

[www.wkcf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx](http://www.wkcf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx). Chapter 1, pp. 1-14.

LAB: Review any site visit or other information about the organizations. You should be nearing agreement on one nonprofit organization to advance for funding.

## REFLECTION PAPER 2 DUE

MAY 21: THE NONPROFIT SECTOR IN THE U.S.: MISSION AND SCOPE

Readings:

Peter Frumkin. 2002. *The Idea of a Nonprofit and Voluntary Sector, On being nonprofit: A conceptual and policy primer*. Cambridge, MA: Harvard University Press, 1-28.

Kevin C. Robbins. 2006. "The Nonprofit Sector in Historical Perspective: Traditions of Philanthropy in the West," in Walter W. Powell & Richard Steinberg (eds), *The nonprofit sector: A research handbook* (2<sup>nd</sup> Edition). New Haven: Yale University Press, pp. 13-31.

Joel Fleishman. 2009. *The Third Great Force: America's Civic Sector, The foundation, A great American secret: How private wealth is changing the world*, New York: PublicAffairs, pp. 71-89.

GUEST

Laura Zumdahl, Vice President for Nonprofit Services  
Donors Forum, Chicago

LAB: Decide on the nonprofit to recommend for funding. Begin discussion of information needed for the class presentation and portfolio components.

MAY 28 GRANTMAKING: ASSESSING THE WORK AND LOOKING FORWARD

How can the return on investment be evaluated? Who is accountable to whom and for what?

Readings:

Martha Taylor Greenway. 2001. "The Emerging Status of Outcome Measurement in the Nonprofit Human Service Sector," in Patrice Flynn and Virginia A. Hodgkinson (eds), *Measuring the impact of the nonprofit sector*. New York: Kluwer, pp. 217-229.

Peter Frumkin. 2006. "Central Problems: Effectiveness, Accountability, and Legitimacy," *Strategic giving: The art and science of philanthropy*. Chicago: University of Chicago, pp. 55-89.

Paul Brest and Hal Harvey. 2008. *Grantmaking and Due Diligence, Money well spent: A strategic plan for smart philanthropy*. New York: Bloomberg Press, pp. 71-85.

GUEST: TBD

LAB: Continue workgroup discussions on development of portfolio documents, including preparation for class presentation of group recommendation. Who will have responsibility for which parts of the class presentation and the workgroup portfolio?

The workgroup portfolio, including all the components, is to be submitted as one document.

June 4            WORKGROUP PRESENTATIONS OF RECOMMENDATIONS  
In-class reviews of other workgroups are due by end of class.

**\*\*THE FINAL CLASS MEETS ON A DIFFERENT DAY AND TIME**

MONDAY  
June 10            DECIDING WHO GETS WHAT  
9:00-11:00

TBD                PRESENTATIONS OF AWARDS AND RECEPTION

3/29/13