



## Civil Society & Community Studies

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

# Philanthropy & Civic Engagement

## CSCS 501

### Philanthropy Lab

3 Credits

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#### Acknowledgement

This course was made possible by the generous funding of the Philanthropy Lab in Fort Worth, Texas. We wish to extend sincere thanks to the Philanthropy Lab for their support in bringing this course to the University of Wisconsin-Madison, and in expanding philanthropy education across the U.S.

#### Course Description and 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 real funds 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 2016, Americans gave over \$390.05 billion 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, 2017*).

This course will provide 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, women, diverse populations, and youth philanthropy, as well as corporate, international, and disaster relief 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. Ultimately, students will apply this knowledge to a practical exercise in philanthropic grant writing.

### **Philanthropy Project**

The unique aspect of this course is a lab on philanthropy with a focus on grant development 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 whether the goals have been achieved.

Students will develop funding priorities and award grants in the field of Human Ecology: recognizing our values of personal and family well-being specifically as it relates to children, families, consumers and communities. 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 will you generate future funds to support this course in the future? What is the process of raising funds for future students?
- How do you assess how successful your giving has been in accomplishing objectives and goals?

## Learning objectives

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

1. Critically analyze philanthropy issues from an ecological perspective.
2. Recognize the social responsibility of individuals within a larger community and reflect on the role of giving within civil society including corporate, international, and disaster relief philanthropy.
3. Identify multiple stakeholders and describe the possibilities, values, and limitations of philanthropic decisions.
4. Explore philanthropy trends: women, diverse populations, and youth philanthropy.
5. Implement a fundraising plan to sustain this course for future students.
6. Share fund allocation decisions using written, oral, and visual communication.

## Course materials

All readings are available electronically on Canvas, with the exception of the required book:  
Tracy Gary, *Inspired Philanthropy* (Jossey-Bass Books, 2008).

## Recommended Readings

Martha Taylor, *Women and Philanthropy: Boldly Shaping a Better World*. (Jossey-Bass, John Wiley & Sons, 2010).

## 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.).

## Course Design

The course will include readings and writing assignments, as well as discussions, guest speakers, and other class activities. Students are required to do all assigned readings and assignments before class in preparation for class discussion and participation.

## Assignments and grade calculation

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	186-200 points	93-100%
AB (Intermediate Grade)	3.5	176-185 points	88-92.5%
B (Good)	3.0	164-175 points	83-87.5%
BC (Intermediate Grade)	2.5	156-163 points	78-82.5%
C (Fair)	2.0	140-155 points	70-77.5%
D (Poor)	1.0	120-139 points	60-69%
F (Failure)	0.0	0-119 points	<59.5%

Your final semester grade will be determined with the course requirements listed below.

Class participation and attendance: 40 points

Weekly reading assignments – Discussion Board Posts: 40 points

Giving Goal: 10 points

Issue Area Report/Presentation: 25 points

Committee Presentation: 25 points

Inspiring Philanthropist Paper: 20 points

Final project: 40 points

**Total Points Possible: 200 points**

### **Class participation**

You are a member of a learning community in this course and your attendance, punctuality and participation are key to your personal and our collective success. In order to ensure an effective discussion and team based learning experience, attendance is mandatory and all absences will be accounted for in your final participation grade. If you are going to be absent, it is courteous to email the instructors and your group members prior to class so accommodations can be made. You will also 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 5 points 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 other emergency

### **Weekly reading assignments – Discussion Board Posts:**

Reflection is an important part of the learning process which allows you to apply new skills and draw connections between topics. To facilitate reflection, you will be required to respond to 8 discussion board prompts throughout the semester based on readings, films, discussions and other learning activities. Each discussion board post is worth 5 points, and should be uploaded by **Mondays at 12pm** to Canvas. Excessive late posts will reflect in your participations grade and 1 point will be deducted for each day a post is late. Posts should be 150-200 words and incorporate readings and class activities in a way that shows quality reflection.

### **Academic Integrity**

This is an expectation in all classes. Academic integrity requires that the work a student presents to an instructor honestly and accurately indicates the student's own academic efforts. Students in this class have the right to expect that their fellow students are upholding the academic integrity of this University. Please refer to the University's [website](#)

for complete information and policies regarding academic misconduct.

### **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.

### **Classroom Climate and Incidents of Hate/Bias:**

My intention is to be inclusive and welcoming so that all students feel comfortable in the classroom while also being challenged to learn and grow. If a class topic or discussion makes you feel unwelcome or unsafe please talk to me about your concerns. If you are not comfortable speaking directly to me, you can contact SoHE's Senior Assistant Dean, Annette McDaniel, [amcdaniel@wisc.edu](mailto:amcdaniel@wisc.edu).

Please intervene in incidents of hate and bias when you can, and report incidents to me—if you feel comfortable—and/or to the UW-Madison hate and bias reporting system: [students.wisc.edu/reporthate](https://students.wisc.edu/reporthate). The University and I are dedicated to addressing reports of hate and/or bias seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or microaggressions such as derogatory or demeaning speech from another student, TA, or faculty/staff member. A Hate and Bias Incident Team member will respond to your report and provide you with options meet your needs. You can also report anonymously.

For more information, support, and resources regarding addressing hate and bias on campus, please visit [www.students.wisc.edu/reporthate](https://www.students.wisc.edu/reporthate).

## 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.

- Heidi Busse, Post-Doctoral Research Associate – Center for Nonprofit and Community Studies: “Experiences in International Nonprofits and Fundraising”
- Martha Taylor, UW – Madison Foundation: “Philanthropists and Meaningful Giving”.
  - The UW Foundation is the official fundraising organization for the university.

**Films:** These films provide students with unique insights into the history and contemporary practices of philanthropic endeavors from a variety of perspectives.

- “American Experience” *PBS*: Three films from the collection will be shown to highlight the history, key players and past successes of philanthropy.
  - *Henry Ford*: “Paints a fascinating portrait of a farm boy who rose from obscurity to become the most influential American innovator of the 20th century.”
  - *The Great Famine*: “Sets a riveting story of American engagement with a distant and desperate people--an engagement hailed for its efficiency, grit and generosity”
  - *The Polio Crusade*: “Pays tribute to a time when Americans banded together to conquer a terrible disease. The medical breakthrough saved countless lives and had a pervasive impact on American philanthropy that continues to be felt today.”
- “New Heroes” *PBS*: The New Heroes tells the dramatic stories of fourteen daring social entrepreneurs who are undaunted by the chronic challenges of poverty, illness, unemployment, violence and ignorance they see in the world around them.”
- Recommended Films: *Poverty Inc.*: “Follows the butterfly effect of our most well-intentioned efforts and pulls back the curtain on the poverty industrial complex. Are we catalyzing development or are we propagating a system in which the poor stay poor while the rich get hipper?”; *Who Cares?*: “Anyone can be a change maker, regardless of leadership or marketable skills. It starts with having a vision for society while seeking accomplishment in one’s life through contributions to improving the lives of others”

**Philanthropy Exhibits:** Students will visit exhibits and meet with curators to learn more about the connections between philanthropy, the arts and social issues.

- *The Memory Project - Face of Joy*: “The Memory Project is a charitable nonprofit organization that invites art teachers and their students to create and donate portraits to youth around the world who have faced substantial challenges, such as neglect, abuse, loss of parents, violence, and extreme poverty”
- *Stitching History from the Holocaust* (Online Exhibit): “Explores the life and work of Hedy Strnad before her murder. The main feature of this exhibit is the recreation of Hedy’s dresses from her sketches. It serves as an example of what happens when human suffering is ignored and is a testament to the incalculable loss of the Holocaust.”

**Site Visits:** Students will conduct site visits with selected organizations and meet with nonprofit professionals to better evaluate proposals and building relationships.

**Awards Ceremony:** On December 7, 2017 at 1pm, students will host a formal awards ceremony for grant awardees at the university. The ceremony will be attended by school administrators at SOHE as well as key leadership at UW Madison.

# Course Schedule and Readings

Tuesdays & Thursdays 1pm – 2:15pm

## WEEK 1

Thursday 9/7: Introduction to Course

### Topics:

- Course Overview and Introduction

## WEEK 2

Tuesday 9/12: Introduction to Philanthropy (DP)\*

### Topics:

- Introduction to history and state of philanthropy
- Discuss: Philanthropy's Role in Society, \$10 Activity

### Readings:

- "In Fuel Oil Country: Cold that cuts to the Heart", The New York Times
- Andrew Carnegie, "The Gospel of Wealth" (New York: St. Martin's Press, 1995), 45-50.
- Tracy Gary, Inspired Philanthropy, Introduction
- Tracy Gary, Inspired Philanthropy, Chapter 1: Giving and the Nonprofit World
- Tracy Gary, Inspired Philanthropy, Chapter 2: You, the Philanthropist: Read and Exercises

Thursday 9/14: Philanthropy and Human Ecology

### Topics:

- Contextualizing giving in a Human Ecology Perspective
- Discuss: Issues and Tensions in Philanthropy
- Case Study: Strategic Philanthropy, Oprah Winfrey Leadership Academy

### Readings:

- "Collective Impact" Stanford Social Innovation Review
- "The Elitist Philanthropy of so called Effective Altruism" Stanford Social Innovation Review
- Sanghere & Brandley (2013) "Social justice, liberalism and philanthropy: an investigation into the tensions and limitations of charitable and community foundations in the UK"
- Case Study: Oprah Winfrey Leadership Academy

## WEEK 3

Tuesday 9/19: The Philanthropy Lab (DP)\*

### Topics: Assign Committees and Issue Research Groups

- Review Philanthropy Lab materials and structure
- Lessons from 2016 Board: Guest Speaker, Miah Gatzke

### Readings:

- Philanthropy Lab Materials Packets
- Philanthropy Lab Website: <https://www.thephilanthropylab.org>
- "A Lesson on Philanthropy & Economic Inequality" Education Week

\*(DP) = Discussion Post Due @ Canvas

Thursday 9/21: Successes in Philanthropy
<u>Topics:</u> <ul style="list-style-type: none"> <li>• Film: “The Polio Crusade” PBS</li> <li>• Discussion: March of Dimes</li> </ul> <u>Readings:</u> N/A: Work in groups on issue area reports and presentation
<b>WEEK 4</b>
Tuesday 9/26: Issue Area Presentations (DP)*
<u>Topics:</u> <ul style="list-style-type: none"> <li>• Group presentation of issue area needs analysis</li> <li>• Issue area discussion and planning</li> </ul> <u>Readings:</u> N/A: Work in groups on issue area reports and presentation
Thursday 9/28: Defining the Purpose, Mission and Theory of Change
<u>Goals:</u> <ul style="list-style-type: none"> <li>• Theories of Change &amp; Creating Mission Statements</li> </ul> <u>Readings:</u> <ul style="list-style-type: none"> <li>• Tracy Gary, Inspired Philanthropy, Chapter 3: Developing your System of Giving</li> <li>• Tracy Gary, Inspired Philanthropy, Chapter 4: Creating a Mission Statement</li> </ul>
<b>WEEK 5</b>
Tuesday 10/3: Philanthropy Lab Work Session (DP)*
<u>Topics:</u> <ul style="list-style-type: none"> <li>• Work in groups on Philanthropy Lab Tasks (see Committee Goals List)</li> </ul> <u>Readings:</u> <ul style="list-style-type: none"> <li>• Tracy Gary, Inspired Philanthropy, Chapter 5: Deciding How Much to Give</li> </ul>
Thursday 10/5: Philanthropy Lab Work Session
<u>Goals:</u> <ul style="list-style-type: none"> <li>• Work in groups on Philanthropy Lab Tasks (see Committee Goals List), <b>Release RFP by 10/6</b></li> </ul> <u>Readings:</u> <ul style="list-style-type: none"> <li>• Tracy Gary, Inspired Philanthropy, Chapter 6: “Where to Give”</li> </ul>
<b>WEEK 6</b>
Tuesday 10/10: Philanthropy Lab Work Session (DP)*
<u>Topic:</u> <ul style="list-style-type: none"> <li>• Develop evaluation plans</li> </ul> <u>Readings:</u> <ul style="list-style-type: none"> <li>• “Evaluating Grants” LLC Toolkit, “Grant Evaluation Checklist” National Archives</li> <li>• Review pages 94-95 of Inspired Philanthropy</li> </ul>

Thursday 10/12: International Philanthropy
<u>Goals:</u> <ul style="list-style-type: none"> <li>• Film: “The Great Famine”, PBS</li> </ul> <u>Readings:</u> <ul style="list-style-type: none"> <li>• “What Makes International Philanthropy Work?” Philanthropy Roundtable</li> <li>• “Global Philanthropy and Inequality” State of the Planet</li> </ul>
<b>WEEK 7</b>
Tuesday 10/17: International Philanthropy (DP)*
<u>Topic:</u> <ul style="list-style-type: none"> <li>• Guest Speaker: Heidi Busse, Post-Doctoral Research Associate, CommNS</li> </ul> <u>Readings:</u> Explore nonprofit websites <ul style="list-style-type: none"> <li>• Project Mercy: <a href="https://www.projectmercy.org">https://www.projectmercy.org</a></li> <li>• International Potato Center: <a href="https://cipotato.org">https://cipotato.org</a></li> <li>• Center for Accelerated Women’s Economic Empowerment: <a href="http://www.cawee-ethiopia.org">http://www.cawee-ethiopia.org</a></li> </ul>
Thursday 10/19: Philanthropy Lab Work session: Evaluation
<u>Topics:</u> <ul style="list-style-type: none"> <li>• Evaluation Plan Proposals/Presentations; Discussion and Critique</li> </ul> <u>Readings:</u> N/A: Work in groups to prepare presentations
<b>WEEK 8</b>
Tuesday 10/24: Philanthropists and Giving (DP*)
<u>Topic:</u> <ul style="list-style-type: none"> <li>• Film: “Henry Ford: American Experience” PBS</li> </ul> <u>Reading:</u> <ul style="list-style-type: none"> <li>• “Henry Ford: The Philanthropy Hall of Fame” Philanthropy Roundtable</li> <li>• Explore Ford Foundation Website: <a href="https://www.fordfoundation.org">https://www.fordfoundation.org</a></li> <li>• “Portrait of a Millionaire”, <i>The Simple Dollar</i></li> </ul>
Thursday 10/26: Philanthropy in the Building
<u>Topics:</u> <ul style="list-style-type: none"> <li>• Visit to SoHE Design Gallery: “Faces of Joy”</li> <li>• Discuss: Philanthropy, Arts &amp; Social Issues</li> </ul> <u>Assignments:</u> <b>Inspiring Philanthropist Paper Due @ Canvas by 11:59pm</b>
<b>WEEK 9</b>
Tuesday 10/31: Social Entrepreneurship (DP*)
<u>Topics:</u> <ul style="list-style-type: none"> <li>• Film: “The New Heroes” PBS</li> </ul> <u>Readings:</u> <ul style="list-style-type: none"> <li>• “Stories” Ashoka, Explore and post reflection @ Canvas</li> </ul>

Thursday 11/2: Philanthropy Lab: Evaluation of Proposals
<u>Topic:</u> <ul style="list-style-type: none"> <li>Review Submitted Proposals, <b>Proposals due from NGOs by Wed 11/1</b></li> <li>Create plan for conducting site visits with selected organizations</li> </ul>
<u>Readings:</u> <ul style="list-style-type: none"> <li>Tracy Gary, <i>Inspired Philanthropy</i>, Chapter 10 Engagement with Groups you Support</li> <li>"Conducting Site Visits"</li> <li>"Smarter Site Visits"</li> </ul>
<b>WEEK 10</b>
Tuesday 11/7: Philanthropy Lab: Evaluation of Proposals
<u>Topics:</u> <ul style="list-style-type: none"> <li>Review submitted proposals</li> </ul>
Thursday 11/9: Philanthropy Lab: Evaluation of Proposals
<u>Topics:</u> <ul style="list-style-type: none"> <li>Continue: Review Submitted Proposals</li> </ul>
<b>WEEK 11</b>
Tuesday 11/14: Conduct Site Visits
<u>Topics:</u> <ul style="list-style-type: none"> <li>Conduct Site Visits, Send memo to class after site visit</li> </ul>
Thursday 11/16: Philanthropy Lab: Evaluation of Proposals
<u>Topics:</u> <ul style="list-style-type: none"> <li>Review site visits, Evaluate overall grant proposal</li> </ul>
<b>WEEK 12</b>
Tuesday 11/21: Grant Decision
<u>Topics:</u> <ul style="list-style-type: none"> <li>Final review and decisions, notify organizations</li> </ul>
Thursday 11/23: No Class - Thanksgiving Day
<b>WEEK 13</b>
Tuesday 11/28: Foundations
<u>Topics:</u> <ul style="list-style-type: none"> <li>Organization Giving &amp; Large Foundations</li> </ul>
<u>Read:</u> <ul style="list-style-type: none"> <li>Tracy Gary, <i>Inspired Philanthropy</i>, Chapter 9, Organization Giving: Family and Corporate Giving</li> </ul>

Thursday 11/30: Personal Giving
<p><u>Topic:</u></p> <ul style="list-style-type: none"> <li>● Personal Giving Plan &amp; Giving Goals</li> <li>● Discuss: Stitching History from the Holocaust</li> </ul> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>● Tracy Gary, <i>Inspired Philanthropy</i>, Chapter 7: Creating a Personal Giving Plan</li> <li>● Tracy Gary, <i>Inspired Philanthropy</i>, Chapter 8: The Many Ways to Give</li> <li>● Review Website: Stitching History from the Holocaust, <a href="http://stitchinghistory.org">http://stitchinghistory.org</a></li> </ul>
<b>WEEK 14</b>
Tuesday 12/5: Preparing for Awards Ceremony
<p><u>Topics:</u> Giving Goals Due</p> <ul style="list-style-type: none"> <li>● Conduct run through for Awards Ceremony – Dress Rehearsal</li> <li>● Confirm attendance from NGOs and make final arrangements</li> </ul>
Thursday 12/7: Awards Ceremony
<ul style="list-style-type: none"> <li>● Formal Presentation of Gifts to the Recipients</li> </ul>
<b>WEEK 15</b>
Tuesday 12/12: Final Class
<p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>● Reflection on process, Final Thoughts</li> <li>● Finalize post-grant evaluation process</li> <li>● Course Evaluation</li> </ul> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>● Tracy Gary, <i>Inspired Philanthropy</i>, Ch 14: The Power of Partnership: Transformative Philanthropy</li> <li>● Rosen, Matt; Sedonaen, Maureen, 2001. “Changing the Face of Giving: An Assessment of Youth Philanthropy” James G. Irvine Foundation, San Francisco, CA.</li> </ul>
<b>Final Exam: Dec 18 2:45ppm – 4:45pm</b>

## Other Helpful Resources for Students

### *Local Websites:*

**United Way of Dane County** <http://www.unitedwaydanecounty.org/>

**United Way of Dane County – Listing of Local Agencies**  
<https://www.unitedwaydanecounty.org/volunteer-center/>

**Volunteer Your Time** <http://volunteeryourtime.org/>

**UW's Grant Information Collection** <http://grants.library.wisc.edu/organizations/nonprofits.html>

**Community Shares of Wisconsin** [www.communityshares.com](http://www.communityshares.com)

**Madison Community Foundation** [www.madisoncommunityfoundation.org](http://www.madisoncommunityfoundation.org)

### *National:*

**Alliance for Nonprofit Management** <http://www.allianceonline.org/>

**American Humanics** <http://www.humanics.org/site/c.omL2KiN4LvH/b.1098773/k.BE7C/Home.htm>

**Association for Research on Nonprofit Orgs and Voluntary Action** <http://www.arnova.org>

**Aspen Institute Nonprofit Sector Research Fund** <https://www.aspeninstitute.org/programs/program-on-philanthropy-and-social-innovation-psi/>

**Association of Fundraising Professionals** <http://www.afpnet.org/>

**Council on Foundations** <http://www.cof.org/>

**Foundation Center** <http://foundationcenter.org/>

**Guidestar** [www.guidestar.org](http://www.guidestar.org)

**Independent Sector** <http://www.independentsector.org/>

**Nonprofit Academic Centers Council** <http://www.nonprofit-academic-centers-council.org>

**United Way of America** <http://national.unitedway.org/>

### *Philanthropy Links*

**American Studies Association** <http://www.theasa.net>

**Association for Public Policy Analysis and Management** <http://www.appam.org/>

**The Center for Effective Philanthropy** <http://www.effectivephilanthropy.org/>

**Center for Lobbying in the Public Interest** <http://www.clpi.org/>

**Chronicle of Philanthropy** <http://www.philanthropy.com/>

**Giving USA Foundation** <https://givingusa.org>

**Joseph and Matthew Payton Philanthropic Studies Library (IUPUI)** <http://www.ulib.iupui.edu/payton>

**National Committee for Responsive Philanthropy** <http://www.ncrp.org/>

**Points of Light Foundation** <http://www.pointsoflight.org/>

**Philanthropy Journal** <http://www.philanthropyjournal.com/>

**The Philanthropy Roundtable** <http://www.philanthropyroundtable.org/>

<i>Resources for Nonprofit Organizations</i>
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**Academy of Management** <http://www.aomonline.org/>

**BoardSource (formerly National Center for Nonprofit Boards)** <http://www.boardsource.org/>

**CharityChannel** <http://www.charitychannel.com/>

**Developing Human Resources in the Voluntary Sector** <http://www.hrvs-rhsbc.ca/>

**National Center on Nonprofit Enterprise** <http://www.nationalcne.org/>

**National Council of Nonprofit Associations** <http://www.ncna.org/>

**Nonprofit FAQ, Compiled by Putnam Barber**

<http://www.idealists.org/if/idealists/en/FAQ/NonprofitHome/default>

**Nonprofit Information, Compiled by ARNOVA** <http://www.arnova.org/nonprofitinformation/>

**The Nonprofit Good Practice Guide** <http://www.nonprofitbasics.org/>

**The Nonprofit Quarterly** <http://www.nonprofitquarterly.org/>

**The Resource Alliance** <http://www.resource-alliance.org/>

**Voluntary Sector Knowledge Network** <http://www.vskn.ca/>

Sept 6, 2017