

## NPM 592.01 Philanthropy for Social Change Fall 2017

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<b>Office Hours &amp; Location:</b> Tuesdays and Thursdays, 3 to 5pm, TCC 230	<b>Phone:</b> 310-506-4143 <b>Fax:</b> 310-506-4878
<b>Course Time:</b> Wednesday 1:00pm to 3:50pm	<b>Classroom:</b> CCB 310

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### **Course Description**

Through the generosity of a member of the Pepperdine University Board of Regents, students have \$50,000 to thoughtfully, prayerfully, and intentionally grant to nonprofit organizations in our community. During this semester we will ask and begin to answer questions about what is philanthropy, why do philanthropy, and how we do it meaningfully and effectively? In order to answer these questions we will learn about the nonprofit sector and how to develop communities through an asset-based approach. Additionally, as we transform the classroom into a community foundation board of directors, we must each develop and recognize our own values, skills, and resources. How do we steward God's gifts to affect change in our community?

“No, no, we are not satisfied and will not be satisfied until justice rolls down like water and righteousness like a mighty stream.”--Dr. Martin Luther King, Jr.

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

“The divine mandate to use the world justly and charitably, then, defines every person's moral predicament as that of a steward. But this predicament is hopeless and meaningless unless it produces an appropriate discipline: stewardship. And stewardship is hopeless and meaningless unless it involves long-term courage, perseverance, devotion, and skill.” --Wendell Berry

### **Course Texts**

1. Frumkin, Peter. *The Essence of Strategic Giving: A Practical Guide for Donors and Fundraisers* (Chicago: University of Chicago Press, 2010).
2. Gunderman, Richard B. *We Make a Life by What We Give* (Bloomington, IN: Indiana University Press, 2008).
3. Kass, Amy A., ed., *Giving Well, Doing Good: Readings for Thoughtful Philanthropists* (Bloomington, IN: Indiana University Press, 2008).

### **Response to Mission**

This course embodies Pepperdine's mission to prepare students for a life of purpose, service, and leadership through the course content and experiential learning components. The content and format is not only to prepare students for leadership roles, but also to provide tools for them to seek justice and love mercy as they meet the needs of a broken world.

### **Class Format**

As an academic service-learning course students will have practical, hands-on experience with many organizations in the greater Los Angeles area. For the first offering of the course, we will partner with

the Pepperdine Volunteer Center, the Nonprofits Leadership Collaborative, and the Community Engagement Collaboration to develop a list of 60 nonprofit organizations. Each of these organizations will be classified in one of six program or issue areas:

1. Health and Wellness
2. Hunger and Homelessness
3. Children, Youth and Education
4. Culture, Arts and the Environment
5. Human Services and Civil Rights
6. Community Development

Teams of students will join together acting as committees of the first student community foundation board of directors around one of these issue areas. They will go through a process of individual self-reflection followed by developing group identity and values. Next, they will research and gain practical knowledge about and with their nonprofits. Then they will develop a criteria to narrow down which organizations will receive funds, the amounts of those gifts, and to what purpose the funds will be used. The process will include class discussions, speakers from Pepperdine and the community, assignments, readings, and reflective opportunities as well as service opportunities and site visits. Ultimately, teams will develop comprehensive proposals, presentations, and, together, make final decisions. The semester will conclude with a celebration of all recipients at Pepperdine University.

### **Student Learning Outcomes (SLO)**

At the conclusion of this course students will be able to:

1. Exhibit professionalism in presentation of self as manifested in both formal presentations and informal communication to the class, professors, nonprofit staff, and community (assessed through written and oral evaluation by faculty and nonprofit partners).
2. Understand the nature of philanthropy in the social sector (assessed through presentations and written assignments).
3. Understand how nonprofit organizations leverage assets to affect change in the issue areas outlined in the syllabus (assessed through team proposals and presentations).
4. Develop nonprofit management skills, specifically the grant making process, community asset mapping, decision-making and communication (assessed through written assignments).
5. Develop leadership skills to steward God's resources to help create a better world (assessed through evaluations and written assignments).

Assessment of student learning will be achieved through written projects and papers, oral presentations, peer and nonprofit professional feedback, and class participation. *No late assignments will be accepted without prior approval from faculty.*

### **Nonprofit Management Program**

The aforementioned SLOs align with the following Program Learning Outcomes

- Demonstrate an understanding of the managerial aspects of working in a nonprofit organization (SLO 2, 4).
- Evaluate nonprofit issues from the perspective of multiple disciplines and then formulate, communicate and defend recommendation to decision-makers based on those evaluations (SLO 2, 3, 4).

- Produce clearly written, concise organizational analyses and deliver clear, well-organized, persuasive oral presentations (SLO 1,2,3).
- Integrate their unique cultural backgrounds with those of other students and with faculty members to develop effective interpersonal and group interactions (SLOs 1, 3, 4, 5).
- Analyze situations in keeping with professional standards and moral values and recommend appropriate courses of action (SLO 3)
- Apply nonprofit management skills and concepts to a service project (SLO 2, 3, 4,5).

### **Important Information**

Academic honesty is expected of all students. Students in possession of any unauthorized materials during an examination or students who give or receive unauthorized aid on an examination will result in a zero grade and will be reported to the Academic Integrity Committee for further action. In addition, all written material must be your original work. Plagiarized material will result in a zero grade and will be reported to the Academic Integrity Committee for further action.

Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Main Campus, Tyler Campus Center 264, x6500) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.pepperdine.edu/disabilityservices/> for additional information. Also, please consider discussing suggestions with the professors as they are concerned about making this an accessible course.

### **Intellectual Property**

Course materials prepared by the Instructors, Guest Lecturers, and Nonprofit Organizations, together with content of all lectures and handouts presented by the instructors and others, are the property of the Instructors, Guest Lecturer, or the Nonprofit Professional. Video and audio recording of lectures without the consent of the instructors is prohibited. Unless explicit permission is obtained from the instructors, recordings of lectures may not be modified and must not be transferred or transmitted to any other person. Electronic devices other than laptops (*e.g.*, cell phones, PDAs, calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor.

### **Attendance and Punctuality**

Because we meet once a week attendance at all class sessions is very important. You may miss one class with minimal penalty, provided that you obtain information regarding any assignments prior to the next session. You may not make up any missed Reading and Lecture Reflections or participation points, unless excused. Your second absence and each subsequent absence will result in a penalty of 65 points for each missed class. *If you are an athlete, please submit a schedule of classes to be excused at the beginning of the semester.*

Excused absences must be submitted in writing before the missed class session and meet the guidelines as stated below:

Excused absences are defined by the following University guidelines:

- Participation in an official University activity such as athletics, debate, chorus, etc.;
- Death or major illness in a student's immediate family (*i.e.*, parent, sibling, spouse, child, or grandparent);
- Participation in legal proceedings that require a student's presence;
- Religious holy day;
- Confinement because of illness (documentation required from medical professional);

- Required participation in military duties (documentation required);
- Natural disaster (e.g., wildfire, earthquake, etc.), which causes the University to close; or
- Documented DSO accommodation.

In contrast, the following are not considered excusable:

- Technological problems (e.g., alarm clock, printer malfunction, etc.);
- Parking or traffic problems (barring aforementioned natural disasters);
- Caregiving for individuals outside of immediate family (e.g., significant other, friend, other);

### **Online Evaluations**

Student evaluations of the course will be conducted online this semester. Prior to the end of term, students will be notified by the Dean's office regarding details of the online-evaluation process.

### **Key Assignments**

**Reading and Class Reflections (20 points each):** There will be reflection exercises on assigned readings and class conversations. They will be given at the beginning of the class time and must be completed within 15 minutes unless otherwise noted at the beginning of the class. If you arrive late, you will not be given extended time to complete the exam. If you are late or absent, you cannot make-up the quiz and will receive 0 points.

**Board of Directors Project:** In small groups, students will be researching and developing funding proposals for organizations within their issue area. Each group will conclude the semester advocating for one organization to receive funds from the class.

**Presentations: The Pitch and Final Project (50 points):** Two presentations, the first is a short pitch about the organization and the second is a longer pitch about what they learned through the project and more information about the event or grant.

**First Draft (75 points):** The first draft will include either the write up the fundraising event or the mini grant application.

**Final Draft (100 points):** The final draft will be submitted on Courses and sent to the partner organization. It will include feedback from the First Draft as well as the recommendation/critique and references.

**Evaluation: Community Partner (50 points):** Following the Final Draft submission, representatives from the nonprofit partner will complete an evaluation of the pair of students and final product.

**Reflection Papers (25 points each):** Students will complete two reflection papers not to exceed two pages standard double-spaced.

**Mid-Term (75 points):** Around the half-way point in the semesters students will complete a mid-term exam over readings, speakers, and any lectures.

**Final (100 points):** Students will complete a final exam over readings, speakers, and any lectures.

**Class Participation and Attendance (100 points):** You are expected to come to every class prepared and willing to participate. You will be evaluated on your ability to demonstrate thoughtful consideration of the assigned reading material and your ability to apply the content of the material to assignments. Class participation will be graded as follows:

**100-90 Outstanding participation.** Demonstrates responsibility, initiative, knowledge, and engagement with other class members through arriving at all class meetings on time ready to

participate fully. Participates in all class discussions demonstrating critical thinking, original thought and thoughtful reflection on the topic and classmates' comments. Integrates course concepts, prior reading assignments and projects into discussion of current texts. Is able to synthesize and integrate the various pieces from the class into the discussion. Engages fully in all class assignments and regardless of activity, this individual voluntarily contributes to assignments and the learning community of the class.

**89-80 Above Average participation.** Participates in all class discussion, demonstrating critical thinking, original thought and thoughtful reflection on the topic and classmates' comments. Voluntarily contributes but also had to be called on to participate. Shows infrequent initiative in class and in assignments. Only occasionally tardy and misses no more than one class.

**79-70 Average participation.** Participated in class discussions demonstrating original thought and average effort. Demonstrates understanding of the readings. Misses no more than one class but makes very little voluntary contribution to discussions. Relies primarily on teammates to complete team assignments. Lacks initiative.

**Grading**

All assignments should be turned in by 11:55pm on the day due unless otherwise noted on the assignment. Failure to complete any of the assignments will forfeit the student's ability to earn A or A- for the course. Exceptional work will receive an A. Completing the minimum requirements on each assignment will result in a C.

**Letter Grade Criteria**

<u>Letter:</u>	<u>Points:</u>	<u>Letter:</u>	<u>Points:</u>
A	648 - 700	C+	536 - 556
A-	627 - 647	C	508 - 535
B+	606 - 626	C-	487 - 507
B	578 - 605	D+	466 - 486
B-	567 - 577	D	438 - 465

**Evaluation/Grading**

Class Participation and Attendance	100
Reflection Papers (2)	50
Reading and Class Reflections (5)	100
Mid-Term	75
Presentation - the Pitch 2.0 and Final Project Presentation	50
First Draft - Funding Project	75
Final Draft - Funding Project	100
Evaluations: Community Partner	50
Final	100
<b>Total</b>	<b>700</b>

**Class Schedule (Subject to change with advance notice)**

- Any time remaining after lectures and presentations will be used for team communication.
- Assignments are due by 11:55pm on the day noted.

<b>Date – Class Session</b>	<b>Topic and Assignments to be completed before class</b>
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<b>August 30 – Class 1</b>	<p>Welcome</p> <ul style="list-style-type: none"> <li>● Welcome</li> <li>● Who are you?</li> <li>● Semester overview</li> </ul>
	<p>For next session:</p> <ul style="list-style-type: none"> <li>● Read: <i>The Future of Philanthropy</i> - pick 2 you connect with and why <a href="https://www.thenation.com/article/the-future-of-philanthropists/">https://www.thenation.com/article/the-future-of-philanthropists/</a></li> <li>● Craig Dykstra, “What is a Grant?” <i>Giving Well, Doing Good</i>, pp. 79-81</li> <li>● Amy A. Kass, Introduction, <i>Giving Well, Doing Good</i>, pp. xv-xxv</li> </ul>
<b>Sept 6 – Class 2</b>	<p>Nonprofit Leadership Collaboration</p> <ul style="list-style-type: none"> <li>● Discussion: <i>The Future of Philanthropy</i></li> <li>● Creating the Board of Directors</li> </ul>
	<p>For next session:</p> <ul style="list-style-type: none"> <li>● Gunderman, “Imagining Philanthropy,” <i>We Make a Life by What We Give</i>, pp. 1-12</li> <li>● Frumkin, “The Idea of Strategic Giving,” <i>The Essence of Strategic Giving</i>, pp. 1-26</li> <li>● The Bridgespan Group, “Defining Success”</li> <li>● Rockefeller Philanthropy Advisors, “Your Philanthropy Roadmap”</li> </ul>
<b>Sept 13 – Class 3</b>	<ul style="list-style-type: none"> <li>● Philanthropist of the Week</li> <li>● What is Philanthropy</li> <li>● <b><i>Guest Speaker</i></b> - <u>What is the nonprofit sector?</u> - <i>Dr. Regan Schaffer</i>, Professor of Management, Director, Nonprofit Leadership Collaborative –</li> <li>● Board of Directors</li> </ul>
	<p>For next session:</p> <ul style="list-style-type: none"> <li>● Rockefeller Philanthropy Advisors, “Finding Your Focus in Philanthropy”</li> <li>● Frumkin, “Dimensions of Philanthropic Value,” <i>The Essence of Strategic Giving</i>, pp. 27-50</li> <li>● Gunderman, “What Are We Part Of?” <i>We Make a Life by What We Give</i>, pp. 63-72</li> </ul>
<b>Sept 20 – Class 4</b>	<ul style="list-style-type: none"> <li>● Philanthropist of the Week</li> <li>● Board of Directors</li> <li>● Team meetings with Professor</li> </ul>
	<p>For next session:</p> <ul style="list-style-type: none"> <li>● “How Can We Make Wise Decisions: Questions To Consider in Nonprofit Research” (available on Courses)</li> </ul>
<b>Sept 27 – Class 5</b>	<ul style="list-style-type: none"> <li>● Philanthropist of the Week</li> <li>● Social Change Model</li> <li>● Board of Directors</li> </ul>
	<p><b><i>Due: Reflection #1 and Complete Google form with organization partner and contact information</i></b></p> <p>For next session:</p> <ul style="list-style-type: none"> <li>● Gunderman, “Four Gifts,” <i>We Make a Life by What We Give</i>, pp. 19-29</li> <li>● Gunderman, “How Much and How Well?” <i>We Make a Life by What We Give</i>, pp. 132-139</li> <li>● Dorian O. Burton &amp; Brian C.B. Barnes, “Shifting Philanthropy from Charity to Justice,” <i>Stanford Social Innovation Review</i>, January 3, 2017</li> <li>● Listen to Malcolm Gladwell, “My Little Hundred Million,” <i>Revisionist History</i></li> </ul>

	podcast (38 minutes)
<b>Oct 4 – Class 6</b>	<ul style="list-style-type: none"> <li>● Philanthropist of the Week</li> <li>● <b><i>Guest Speaker</i></b> -</li> <li>● Mid-Term Prep</li> </ul>
	<p><b><i>Due: Briefing Books on Nonprofit Organizations</i></b></p> <p>For next session:</p> <ul style="list-style-type: none"> <li>● Prepare for Pitch Day</li> </ul>
<b>Oct 11 – Class 7</b>	<ul style="list-style-type: none"> <li>● <i>Pitch Day</i></li> <li>● In-Class reflection and feedback time</li> </ul>
	<p><b><i>Due: Pitch Day is happening in class today</i></b></p> <p>For next session:</p> <ul style="list-style-type: none"> <li>● Paul Ylvisaker, “The Spirit of Philanthropy and the Soul of Those Who Manage It,” Giving Well, Doing Good, pp. 459-465</li> <li>● Kierra Johnson, “Four Dating Tips to Sustain Strong Grantmaker-Grantee Relationships,” Stanford Social Innovation Review, August 2016</li> <li>● Sean Thomas-Breitfield, “Ask Questions, First to Listen, but Then to Act,” Stanford Social Innovation Review, August 2016</li> <li>● Elizabeth Cushing, “Walking a Different Kind of Grantmaker Walk,” Stanford Social Innovation Review, August 2016</li> <li>● Rockefeller Philanthropy Advisors, “Making Change Happen: Creating An Outcome-Based Strategy”</li> </ul>
<b>Oct 18 – Class 8</b>	<ul style="list-style-type: none"> <li>● Philanthropist of the Week</li> <li>● Reflecting on Pitch Day</li> <li>● <b><i>Guest Speaker</i></b></li> </ul>
	<p>For next session:</p> <ul style="list-style-type: none"> <li>● Frumkin, “Logic Models: Theories of Change, Leverage, and Scale,” The Essence of Strategic Giving pp. 51-76</li> <li>● Gunderman, “The Potential to Share,” We Make a Life by What We Give, pp. 30-36</li> <li>● Gunderman, “The Golden Rule,” We Make a Life by What We Give, pp. 13-18</li> <li>● Darren Walker, “What’s Next for the Ford Foundation?” Equals Change Blog</li> <li>● Rockefeller Philanthropy Advisors, “Investing in Leadership: Five Questions to Ask Any Organization Before You Give”</li> </ul>
<b>Oct 25 – Class 9</b>	<ul style="list-style-type: none"> <li>● Philanthropist of the Week</li> <li>● Board of Directors</li> <li>● Meeting with Professor</li> </ul>
	<p>For next session:</p> <ul style="list-style-type: none"> <li>● Site Visits</li> </ul>
<b>Nov 1 – Class 10</b>	<ul style="list-style-type: none"> <li>● Off campus Site Visits this week</li> </ul>
	<p><b><i>Due: Nonprofit Organization Presentation</i></b></p> <p>For next session:</p> <ul style="list-style-type: none"> <li>● Frumkin, “Toward Strategic Giving,” The Essence of Strategic Giving, pp. 157-171</li> </ul>
<b>Nov 8 – Class 11</b>	<ul style="list-style-type: none"> <li>● Philanthropist of the Week</li> <li>● Board of Directors</li> <li>● Meetings with Professor</li> </ul>
	<p>For next session:</p>

	<ul style="list-style-type: none"> <li>● Gunderman, "Ethics and Metaphysics," We Make a Life by What We Give, pp. 191-197</li> <li>● Bronfman &amp; Solomon, "Twenty Questions—Engaging in the Changing World," The Art of Giving, pp. 213-215 (available on Courses)</li> </ul>
<b>Nov 15 – Class 12</b>	<ul style="list-style-type: none"> <li>● Philanthropist of the Week</li> <li>● Board of Directors</li> </ul>
	<b><i>Due: First Draft of Funding Project</i></b>
<b>Nov 22 – Thanksgiving</b>	No Class
<b>Nov 29 – Class 13</b>	<ul style="list-style-type: none"> <li>● Philanthropist of the Week</li> <li>● Decisions</li> </ul>
	<b>Due: Reflection #2</b>
<b>Dec 6 – Class 14</b>	<ul style="list-style-type: none"> <li>● Funding Reception and Banquet</li> </ul>
	<b>Due: Final Draft - Project Due and Course Evaluations</b>
<b>Final – Dec 13 TBD</b>	<ul style="list-style-type: none"> <li>● Final Exam</li> </ul>

- Reading assignments may change with advance notice. Any changes will be listed on Courses and updated on the syllabus there.