
PHILANTHROPY & THE PUBLIC GOOD

CCS 4310-1100, SPRING 2016

TUESDAY-THURSDAY 12:30-1:45, TUESDAYS 2:00-3:15

Carroll Library 323

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Office Hours: Wednesdays 12:00-2:30, or gladly by appointment

“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

“To give away money is an easy matter, and in any [person’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 [person’s] power, nor an easy matter. Hence it is that such excellence is rare, praiseworthy, and noble.”

--Aristotle

“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 DESCRIPTION & OBJECTIVES

Some incredibly generous donors have given you a substantial gift. Their request? Simply for you to give it away.

How difficult can that be? Plenty of people will want it, and plenty deserve it. But I suspect you’ll pretty quickly agree with me (and Aristotle) that this is going to be hard work—very hard work. So before we can jump straight to giving it away, we have a few important tasks. First, we’ll ask some foundational questions: What is philanthropy? Who is a philanthropist? Why do philanthropy? How? And to what ends?

As we ask those questions throughout the semester, we'll also take a close look at our own community. What are its needs and concerns? How are those needs and concerns being met? Where are there gaps? What good things are happening elsewhere that aren't happening here? And is it possible that our dollars, carefully given, might make a major impact on our community and our neighbors?

Philanthropy is a humanistic enterprise, best done in a state of reflection, so there are also some things we must ask of ourselves: Who am I? What are my values? What do I have? What have I been given? Do I steward those gifts with the sort of "courage, perseverance, devotion, and skill" described above by Wendell Berry? And finally, what can I give?

This semester you will function in a few capacities, dancing back and forth between three different roles—all of which, I suspect, are new for you. Collectively we'll operate as a *foundation board of directors*, deciding in our "Board Meetings" how and where to give our money. In your work with a few teammates, you'll function like a foundation *program officer*, cultivating relationships with social sector organizations, assessing their needs and effectiveness, and perhaps advocating on their behalf to the larger board of directors. Near the end of the course you'll function like the *employee* of a local organization, writing grant proposals on their behalf that will be considered by the larger board.

In each of these roles you'll be developing experience that will serve you for a lifetime—as a professional, as a philanthropist, and as a community leader and citizen. With respect to our course goals, I want us to strive toward growth in three areas in this course: what we will *learn*, what we will *do*, and who we will *become*.

Here are our goals a little more specifically:

- I. Learn
 1. To understand the nature of philanthropy the social sector—their histories, theories, ethics, and practice.
 2. To research and understand public concerns in Waco, specifically in our key program areas:
 - a. health & wellness
 - b. hunger & homelessness
 - c. children, youth, & education;
 - d. culture, arts, & the environment;
 - e. human services & civil rights;
 - f. community improvement and development.
- II. Do
 3. To participate in the grantmaking process: establishing goals, performing due diligence, writing and vetting proposals, debating priorities, and reaching collective decisions.
 4. To fund Waco-area organizations in ways that fit with our clearly articulated goals, priorities, and needs assessment. We'll look to do philanthropy in ways that are *collaborative* and *transformational*, not just *transactional*.
- III. Become
 5. To become a person who thinks about the needs of others, the health of the community, and the ways in which we might use our own giftedness to help create a better world.
 6. To become an innovative leader stirred toward a life of mindful, strategic generosity.

OUR PROCESS: AN OVERVIEW

One of the exciting things about this class is that much of the learning happens through experience—something we call experience-as-text. This semester we will deal with public concerns that are complex and messy—things like food insecurity and housing, education and the environment, arts funding and access to legal services, mental and physical health. Because these concerns are complex, they'll require strong partnerships, teamwork, and our very best thinking as we aim to address them. I have established partnerships with about 75 Waco-area nonprofits, and I have grouped these nonprofits into what we call our six program areas:

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

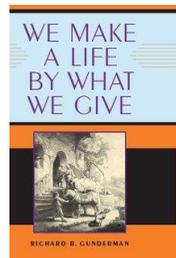
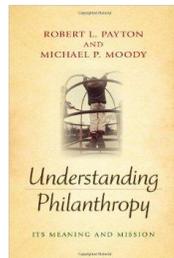
Each of you will become a program officer, joining a team that specializes in one of our program areas and the organizations grouped therein.

Although our semester builds toward making grants to a handful of organizations, before we get there we must follow a due diligence process. That process will include a few elements: 1) research about our social sector partners; 2) conversations with them about they do, *could* do, and *want* to do to enrich our community with your grant dollars; 3) decisions about what specific concerns we want to prioritize; 4) research about the scope and magnitude of these concerns here in Waco; and 5) deliberation together about how to divide and grant the money. Here's how that process is organized:

- I. **Understand philanthropy, understand Waco, and establish our mission:** We have a packed agenda in the earliest days of the course. First, we'll spend some time developing a framework for understanding philanthropy and the social sector. Next, we'll devote some time to learning about our community—its assets, its challenges, and its opportunities. Then we'll ask some challenging questions of ourselves related to our mission and goals. We'll operate mostly as the Board of Directors in phase one, thinking of these early days like Board training and Board visioning.
- II. **Understand your program area and meet your organizations:** You'll quickly switch to your role as a program officer in February. At this stage you will begin learning about the partner organizations to which you've been assigned. You'll read their websites, learn about their programs and finances on Guidestar (or another information service), and search traditional media and social media for stories and information about the organizations. Once you have an understanding about who they are and what they do, you will contact the organizations directly to begin talking with them about their work. They'll be expecting to hear from you, and when you reach out, they'll answer your questions while they also try to capture your imagination with their mission and possible grant funding ideas. They'll also be prepared to help you research and understand more about the issues they address.
- III. **Narrowing our priorities:** Following our conference calls and some deliberation within your team, we'll conduct our first board meeting, in which we'll narrow to about 20-25 organizations—four from each program area. We'll notify the 50 or so

- organizations that will not receive funding and then work exclusively with our final 20-25.
- IV. **Site visits and research:** Switching back to your program officer role, your team will work with your finalist organizations to schedule a visit. During this visit you will be prepared with questions about the organization and will go on-site to see and learn more about their work. You and your team will also begin in earnest a process to conduct research about the concerns you want to address. For example, if your team decides to address food insecurity, you will begin figuring out the scope, magnitude, and core causes of food insecurity in Waco, with your partner nonprofit organizations assisting with your research.
 - V. **Deciding recipients:** Each team will then make decisions about which 1-2 organizations they would like to propose as grant recipients (though at this point, we still won't know precise dollar amounts). We will conduct a Board Meeting to approve these organizations, and then you will go to work for them.
 - VI. **Formal proposals:** When you go to work for our grant recipients, you will work with them to craft a formal grant proposal, assembling a budget and gathering all of the necessary paperwork to make a full proposal.
 - VII. **Individual proposal:** Once you have read through the formal grant proposals written on behalf of our grant recipients, you, as an individual, will offer your suggestion for how our overall sum should be allocated among our grant recipients. I'll take and synthesize all of these individual proposals and then submit to you a menu of options that will serve as our guide during the final Board Meeting.
 - VIII. **Final Decisions:** In our final Board Meeting, we will collectively determine the final grant dollar amounts for each of our recipients.
 - IX. **Celebration:** Finally, in May, we will throw a party and present big checks to our grant recipients.

REQUIRED MATERIALS



Payton, Robert L. and Michael P. Moody. *Understanding Philanthropy: Its Meaning and Mission* (Bloomington, IN: Indiana University Press, 2008).

Gunderman, Richard B. *We Make a Life by What We Give* (Bloomington, IN: Indiana University Press, 2008).

Kass, Amy A., ed., *Giving Well, Doing Good: Readings for Thoughtful Philanthropists* (Bloomington, IN: Indiana University Press, 2008).

ASSIGNMENTS & GRADING

BRIEFING BOOK, PRESENTATIONS, AND PROPOSALS (45%): Your biggest assignment for the semester comes in the form of a briefing book, which you will complete in parts as a team over the course of the semester. It will end up about 50-150 pages in length, but don't be too intimidated: this briefing book is basically a summary of your work for the semester (and a couple of appended documents, which are completed by our grant recipients, inflate that total page number). In it you will describe the public concern(s) that your team has focused on, analyzing the dimensions of those concerns, as well as the process and rationales by which you made funding decisions to address those concerns. The book will include such things as: data about the concern(s) you're addressing; what's happening in Waco programmatically to address those concerns; what innovations and best practices can be found elsewhere to address those concerns; what gaps in services exist in Waco; your theories of change for addressing these concerns; information about the nonprofits you've assessed; evaluation metrics; your process for selecting finalists; funding letters; letters declining funding; grant applications; and a host of other items. In the days ahead I will provide you with some additional details, along with sample books compiled by previous students, who blazed the trail for you. There will be some intermediate deadlines for portions of the book, and you'll always know those well in advance.

Included in this portion of your grade, in addition to the book itself, are two other things: the first is a series of presentations you will make at board meetings throughout the semester. In these presentations, what you present will closely reflect what you submit in your Briefing Book, but I can't emphasize enough how important it will be to make clear and substantive presentations to your fellow board members. Our ability to make informed decisions as a board hinges on your clear presentations.

The other item in this portion of your grade is a short individual essay that each board member will write prior to Board Meeting #3. By this point we will have held our Board Meetings to decide on our 5-10 grant recipients. But there will be much work left to do as we decide how to divide up our funds. This essay will present your "A Proposal" and "B Proposal," dividing the funds as you see fit. It will also discuss the ways in which you will look to compromise if your designations are different from classmates'.

BOARD CONTRIBUTION (15%): Your informed participation is vital to the success of this class and, more importantly, to the success of this unique venture. This portion of your grade hinges on a couple of measures, particularly the extent to which you are a thoughtful, reliable, collegial, and informed board member. This includes a few things.

Early in the semester, it means you are a leader and active participant in board discussions surrounding our texts. These texts are essential in helping us become imaginative, mindful, and strategic, and that happens when they come alive in our discussion. It is essential that you read well and be active in our discussions.

Later in the semester, being a good board member means offering collaboration and input as we work together on our grantmaking decisions. Receiving a good grade means demonstrating your full engagement with this process.

TEAM CONTRIBUTION (10%): A significant portion of your work this semester will occur on a team that is devoted to your particular program area. It is absolutely essential that you work

well with your team. If I become aware that a particular team member is not pulling weight or working collaboratively, that person's grade will suffer.

INDIVIDUAL PROJECT (15%): During the latter two-thirds of the semester, each person will complete an individual project. My preference would for each student to pick one organization they've worked with and, in coordination with the organization's executive director, work out a small service project for the organization (ten hours or more). The organization does not have to be one of our finalists or recipients; in fact, I would really like for some of our non-finalists to be served in this way. The project does not need to relate to any of our grants. The purpose is simply for you to experience philanthropy more holistically by adding a service dimension and a personal dimension to your semester. Once you've completed the work on behalf of the organization, you will write a short reflection.

However, I realize that a significant part of your work in this course happens outside of class time, so if your schedule prohibits you from adding more community work, there are some written alternatives. This will involve two possibilities: 1) pick one of the questions that Amy Kass poses in the Table of Contents to *Giving Well, Doing Good*, and read all of the selections under that question. Then, weave insights from each of these passages into an essay (7-9 pages) in which you answer that question with your own convincing argument. 2) Select a current book on philanthropy or the social sector (I'll help you), and write a 6-8 page critical review of the book.

BLOG POSTS (5%): A number of our donors (and others) are very interested in your experiences in this course, and about three times a week, we will load a post into a shared course blog. This means that each of you will contribute two posts over the course of the semester. I'll provide you with a schedule, and your post should be a reflection focused on your most recent experiences in the course. Your blog posts should be about 500 words and may be subject to editing before they are posted online. The website is blogs.baylor.edu/philanthropy, and you are an authorized user of the site. To post, you'll simply go to blogs.baylor.edu and log in with your regular Baylor username and password. Once there, you will select the Philanthropy Dashboard from your list of "My Sites" at the top of the page.

CAPSTONE ESSAY (10%): Your final assignment is a capstone essay exploring your own philanthropic ethic: how do you intend to approach philanthropy going forward? This essay will draw heavily from your reading throughout the semester, bringing those readings to bear on your own thinking about philanthropy (so make sure you take good notes or mark up your reading). I'll provide more details and a writing prompt as the time approaches. The essay will be due by **6:30 PM on Wednesday, May 4.**

GRADING SUMMARY & GRADING SCALE

SUMMARY:

Briefing Book, etc.: 45%
Board Contribution: 15%
Team Contribution: 10%
Individual Project: 15%
Blog Posts: 5%
Capstone Essay: 10%

SCALE:

90-100= A
87-89= B+
80-86= B
77-79= C+
70-76= C
60-69= D
0-59= F

COURSE POLICIES & PROCEDURES

ATTENDANCE: Pursuant to the [policies](#) of the Honors College, a student must attend at least 75% of all scheduled class meetings to earn course credit. Any student who does not meet this minimum standard will automatically receive a grade of “F” in the course. Any University-related activity necessitating an absence from class shall count as an absence when determining whether a student has attended the required 75% of class meetings. Please hear me say above all that you simply shouldn’t miss class. This work is just too important. Plus, your grade is tied to your active engagement and participation with the material and your fellow students, so if you want to do well in the course, come to class every day. You are also advised to let me, and program team, know in advance if you plan to miss.

ADHERENCE TO THE BAYLOR UNIVERSITY HONOR CODE. A copy of the Baylor University Honor Code is available [online](#), and students are expected to adhere to it and to conduct themselves with honesty and integrity. Talk with me if you are confused about citation practices or other research standards. Make sure you understand not only what counts as plagiarism and cheating, but also how to avoid engaging in these practices. If you violate the Honor Code, be aware that your violation will be reported to the Office of Academic Integrity and become part of your student record. Understand that penalties resulting from dishonest conduct can range from failure of the assignment to immediate expulsion from the university. I reserve the right to give you an “F” in the course for *any act* in violation of the University Honor Code.

LEARNING ACCOMMODATIONS: Any student with a documented disability needing classroom accommodations should contact the [Office of Access and Learning Accommodation](#). If you have a documented disability and wish to discuss accommodations, please contact me as soon as possible. The student is responsible for obtaining appropriate documentation and information regarding needed accommodations from the Baylor University Office of Access and Learning Accommodation (OALA) and providing it to the professor early in the semester. The OALA phone number is (254) 710.3605, and the office is in the Paul L. Foster Success Center, Sid Richardson Room 190.

CONNECT: By enrolling in this class you have entered a network with colleagues at prestigious universities around the country. Our friends in The Philanthropy Lab have built some ways for us to connect with other colleagues in the consortium via Facebook and Twitter. If you use social media, please “Like” [The Philanthropy Lab page](#) on Facebook and follow [@ThePhilLab](#) on Twitter, and be sure to take advantage of these relationships and join the conversation.

SCHEDULE

WEEK ONE

January 12:

- Rachael Naomi Remen, [“In the Service of Life”](#) (available on Canvas)

January 14:

- Payton & Moody, *Understanding Philanthropy*, pp. 1-26
- Craig Dykstra, “What is a Grant?” *Giving Well, Doing Good*, pp. 79-81

WEEK TWO

January 19:

- Payton & Moody, *Understanding Philanthropy*, pp. 27-61
- Amy A. Kass, Introduction, *Giving Well, Doing Good*, pp. xv-xxv

January 21:

- Payton & Moody, *Understanding Philanthropy*, pp. 62-95
- Gunderman, "Imagining Philanthropy," *We Make a Life by What We Give*, pp. 1-12

WEEK THREE

January 26:

- Payton & Moody, *Understanding Philanthropy*, pp. 96-119
- L. Gregory Jones, "[Philanthropy, Global Citizens, and Hope](#)" (available on Canvas)
- Pope Benedict XVI, excerpt from *Deus Caritas Est, Giving Well, Doing Good*, pp. 62-66

January 28:

- Gunderman, "Four Gifts," *We Make a Life by What We Give*, pp. 19-29
- Gunderman, "The Potential to Share," *We Make a Life by What We Give*, pp. 30-36
- Anna Faith Jones, "Doors and Mirrors: Reflections on the Art of Philanthropy," *Giving Well, Doing Good*, pp. 46-53
- S.I. Hayakawa, "The Story of A-Town and B-Ville," *Giving Well, Doing Good*, pp. 82-86

WEEK FOUR

February 2:

- Joel J. Orosz, excerpt from *The Insider's Guide to Grantmaking*, pp. 66-82 (available on Canvas)
- Gunderman, "The Golden Rule," *We Make a Life by What We Give*, pp. 13-18
- Gunderman, "How Much and How Well?" *We Make a Life by What We Give*, pp. 132-139

February 4:

- Paul Ylvisaker, "The Spirit of Philanthropy and the Soul of Those Who Manage It," *Giving Well, Doing Good*, pp. 459-465
- Robert D. Lupton, "The Scandal," from *Toxic Charity*, pp. 1-10 (available on Canvas)
- Muhammad Yunus, "A Hand Up, Not a Handout: Why Not Microloans for Katrina Victims?" from *Giving Well, Doing Good*, pp. 87-90

WEEK FIVE

February 9:

- Conference Calls

February 11:

- Conference calls

WEEK SIX

February 16:

- Peter Frumkin, excerpt from *Strategic Giving*, pp. 125-145 (available on Canvas)

February 18:

- Board discussion

WEEK SEVEN: BOARD MEETING 1

February 23: Board Meeting #1A: Narrowing to 24

- Plan to stay until 3:15

February 25: Board Meeting #1B: Narrowing to 24

WEEK EIGHT

March 1:

- The Bridgespan Group, “Quick Guide to Conducting a Nonprofit Site Visit”
- The Bridgespan Group, “Guide to Interviewing a Nonprofit’s CEO”
- *****Letters of response due***** (one per team to finalist organizations and one per team to those organizations who aren’t finalists)
- Jon Hook visiting class

March 3:

- *****Briefing Book Draft #1 Due*****
 - This draft should include an explanation and rationale for your suggestions in board meeting #1 (about 2-3 pages), as well as one-page summary reports on each of your assigned organizations.

WEEK NINE

Spring Break

WEEK TEN

March 15: Class time used for site visits

March 17: Class time used for site visits

WEEK ELEVEN

March 22: Work Session/meetings with Andy

March 24: Work Session/meetings with Andy

WEEK TWELVE

March 29: Board discussion/mini-presentation

March 31: Board discussion/mini-presentation

WEEK THIRTEEN

April 5: Board Meeting #2A

- Plan to stay until 3:15

April 7: Board Meeting #2B

WEEK FOURTEEN

April 12: Diadeloso

April 14: Meet with CEOs of organizations receiving grants to begin grant proposal process

WEEK FIFTEEN: BOARD MEETING #3

April 19: Work session

April 21:

- **Grant proposals due by class time, with Executive Summary posted to Canvas**

*****Individual Proposal Essay Due by 8:00 AM on Monday, April 25*****

WEEK SIXTEEN

April 26: Board Meeting #3

- Plan to stay until 3:15

April 28

- Excerpt from Christian Smith & Michael O. Emerson, *Passing the Plate* (available on Canvas)
- Robert Wuthnow, "(Not) Talking About Money: The Social Sources and Personal Consequences of Subjectification," *Giving Well, Doing Good*, pp. 218-224
- Gunderman, "Ethics and Metaphysics," *We Make a Life by What We Give*, pp. 191-197

Check presentation ceremony Monday, May 2 at 1:00 PM.