
PHILANTHROPY & THE PUBLIC GOOD



PPS 4310

TUESDAY-THURSDAY 12:30-1:45

Carroll Library 323

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“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

Our friends at the Once Upon A Time Foundation and the Aramark Corporation 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 addressed? 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 requires us to ask some things 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?

The approach that will guide our work this semester is something we'll call *mindful, strategic generosity*. This approach has three parts, all of which will factor into what we learn, do, and become through this experience. "**Mindfulness**" is a concept drawn from *The Book of Common Prayer*, where, in gratitude, Christians have long prayed to be made "ever mindful of the needs of others." Addressing this dimension of philanthropy demands reflection and focuses on the *why* and *what* questions: Why do we give? What do we value in our philanthropy? What needs compel us? What do we prioritize? This is deeply personal work and, in our context, also deeply relational work. "**Strategy**" involves the *how* questions: How do we account for the social structures that positively and negatively impact individual human lives? How do we strategically plan and evaluate in order to make good use of the resources under our care? How do we steward resources, both human and capital? How do we lead, administer, manage, collaborate, innovate in ways that show love to our neighbors and enable them to thrive? And finally, "**Generosity**," a focus on building and developing this virtue that is difficult for us but would lead to a world of difference if it animated more of our lives.

Throughout the semester we will be practicing and developing skills that will serve us for a lifetime—as professionals, as philanthropists, and as community leaders and citizens. 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.
 2. To research and understand public concerns and "wicked problems," specifically in our key areas such as: health & wellness; hunger & homelessness; children, youth, & education; culture, arts, & the environment; human services & civil rights; and general 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 give to 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 people who concern ourselves with 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 innovative leaders stirred toward a life of mindful, strategic generosity.
 7. To become people who examine our lives and consider the ways in which we are called toward ongoing commitments to social innovation and civic leadership.

OUR PROCESS: A (BRIEF) OVERVIEW

One of the exciting things about this class is that much of the learning happens through what we do—something we call experience-as-text. This is a dynamic experiment, rather than a typical content-driven class. 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. Our semester will proceed in phases. Here, in general, is how:

1. **UNDERSTAND OUR CONTEXT & OUR OPPORTUNITY:** The earliest part of the semester will be devoted to developing a working knowledge of philanthropy, the social sector, and our community—an attempt to understand our context. We will also ask some challenging questions of ourselves related to our mission, goals, and priorities.
2. **TEAMS & ISSUES:** Soon into the semester you will be broken into teams, with each team focused on a general program area (or two). During this phase of the course you will begin to zero in on which general issues your team might like to address. You will conduct considerable issue research in this part of the course, all building toward the completion of Chapter I of your Briefing Book. During this phase you will also begin preliminary conversations with some of our community partners about their organizations and grant ideas.
3. **ORGANIZATION RESEARCH:** Based on your priorities, research, and early conversations, you will spend this part of the course deciding which organizations to move forward for further consideration.
4. **SITE VISITS & DECISIONS:** Next, you will conduct a site visit and engage in deeper conversation and due diligence with a select number of organizations, all building toward the selection of grant recipients by your team.
5. **COLLABORATING ON THE LAST \$10K:** Each team will work with \$10,000 during the semester, which leaves an additional \$10,000 to be shared among the class, ideally for collaboration on an innovative grant.
6. **CELEBRATION:** Finally, in May, we'll have a big party in the President's Suite at McLane Stadium, where we'll present checks to, and celebrate with, our grant recipients.

REQUIRED MATERIALS



Frumkin, Peter. *The Essence of Strategic Giving: A Practical Guide for Donors and Fundraisers* (Chicago: University of Chicago Press, 2010).

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, (75 POINTS): Your biggest assignment for the semester comes in the form of a briefing book, which you will complete progressively in parts, **as a team**, over the course of the semester. This briefing book is basically a summary of your work for the semester, telling the story of how you got from Point A (an unlimited array of choices) to Point B (specific grants to specific organizations). Below are descriptions of the various components of the Briefing Book, along with due dates and point values.

CHAPTER I: ISSUE RESEARCH (25 POINTS)

Chapter I focuses on both the issues your team tentatively wants to address and why you have chosen to address them. Consistent with the themes of the course, this part of the book will address both the mindful and strategic dimensions of your chosen areas of focus. Here's how Chapter I is broken down:

- A. **EXECUTIVE SUMMARY** (One single-spaced page): The executive summary should simply summarize Chapter I (therefore, although it appears first in the chapter, it's the last thing you'll complete). There are many internet sources with tips on how to write an executive summary, [including this one from the University of Maryland](#). You may also, of course, consult with me if you have questions.
- B. **CRITICAL QUESTION** (3-5 single-spaced pages): The second part of Chapter I has you engaging a critical question posed by Amy Kass in *Giving Well, Doing Good*. Specifically, I want you to write an essay that engages the reading selections grouped under one of the question headings she provides (see the Table of Contents), while advancing your own clear argument in response to the question. For Chapter I, here are the questions you can consider (choose one to answer with your essay): *What should today's philanthropy aim to do? For what should philanthropy be responsible? To whom should philanthropy be responsible? What should we expect of philanthropic leaders?* Answering one of these

questions is an engagement with what we call the “mindful” dimension of philanthropy. In addition to the essays in the Kass book, I would also suggest engaging some of our assigned readings from the first part of the course (specifically the pieces by Gunderman, Bronfon & Solomon, Tierney & Fleishman, and Rockefeller Philanthropy Advisors). Your essay should show evidence of significant reflection, and in a group context, that reflection should be a product of hearty deliberation and dialogue.

- C. **ISSUE REPORTS** (9-12 single-spaced pages): We are committed to cultivating, as best we can, understanding that precedes action. This section of Chapter I is actually three separate reports on the three issues/concerns/wicked problems your team might like to address. This is a research-intensive report, meaning you will cite data, statistics, and reliable expert reports to offer a clear case about *what* the issue is and *why* it is an important issue to address. [On our website](#) you will find some very helpful data and reports for our various program areas. Please make thorough use of these (they exist for you!), but also please don't be limited to what's on the website. You should do three of these reports (one for each issue area), each totaling 3-4 pages. I would like to be in ongoing dialogue with you about these issues, and at this stage, it is okay—in fact, desirable—to be broad. For example, it is better at this stage to focus *on food insecurity in Waco* as opposed to something more granular, like *the need to provide breakfast carts at the bus entrance of schools so students on late buses can eat breakfast*. Also, remember that at this stage we are focused on the issue/concern/problem, not the intervention/action/solution (that comes later).

Chapter I should be uploaded into Box and made available to me before **11:59 PM on February 19**.

CHAPTER II: ORGANIZATION RESEARCH (20 POINTS)

Chapter II focuses on your decisions about which organizations to move forward for additional research and conversation. Again, this chapter will address both the mindful and strategic dimensions of philanthropy. Here's how Chapter II breaks down:

- A. **EXECUTIVE SUMMARY** (one single-spaced page): This executive summary should simply summarize Chapter II, also making clear which organizations you have elected to move forward.
- B. **CRITICAL QUESTION** (3-5 single-spaced pages): Just as you did in Chapter I, you will engage one of the critical questions posed by Amy Kass. Follow the same instructions, only this time your question choices are: *What is the meaning of a grant or gift? What sorts of relationships and obligations does a grant/gift imply for givers and receivers* (if you choose this question, feel free to engage only 7 of the pieces from the Kass book)? *To whom should philanthropy be responsible* (if you didn't choose this one before)? Again, feel free also to engage class readings by Gunderman, et al.
- C. **ORGANIZATION PROFILES** (1-2 pages each): This section involves a short profile describing each organization you considered. *In addition from the organizations you saw on Pitch Day and the ones provided to you, you should also look for at least two other organizations to consider on your own*. At the top of the profile, please write 1-2 full paragraphs describing why you made your decision about whether or not to move this organization forward. As you do, please connect your reasoning to the following: 1) the elements of the document titled “How Can We Make Wise Decisions?” and 2) the issue research you did in Chapter I.

Chapter I should be uploaded into Box and made available to me before **11:59 PM March 19**.

CHAPTER III: MINDFUL, STRATEGIC DECISIONS (15 POINTS)

Chapter III focuses on explaining your final decisions, with two main components.

- A. **SUMMARY ESSAY** This main part of this chapter is one single essay, 3-5 single-spaced pages in length. In it you will address both the mindful and strategic dimensions of your decisions, simply making the most compelling possible case for why your group opted to make the grants it made (and to pitch a particular organization/project for the final \$10k). You should include a logic model and discuss theories of change/leverage/scale for each of the organizations you visited in the final portion of the course. Grading for this chapter is based partly on how strong of a case you make for your decisions.
- B. **EVALUATION PLANS** The second part of Chapter III involves creating the evaluation tool you plan to use on these grants when they are evaluated two years hence. Examples of evaluation templates will be provided for your consideration.

Chapter III should be uploaded into Box and made available to me before **11:59 PM on April 23**.

BRIEFING BOOK FINAL COPY (15 POINTS)

On **April 27**, you will submit (via Box before class) a final copy of your briefing book that does a few things. First, it combines the three chapters into one coherent document, telling one story of how your group got from Point A (a universe of choices) to Point B (decisions about which grants to make). The final copy contains these parts:

- A. **EXECUTIVE SUMMARY** (2-3 single-spaced pages): This executive summary offers a summary of the whole semester and the whole briefing book, with emphasis on what grants your group made and why you made them (both the mindful and strategic dimensions).
- B. **TABLE OF CONTENTS**: Please show some clear organization to the Briefing Book.
- C. **PREFACE** (5 total single-spaced pages): In your preface, each person should write a one-page single-spaced essay reflecting on the grantmaking process from her or his own individual vantage point (not the group vantage point). Each person will discuss her or his own role in the group, satisfaction with the decisions, and a brief discussion of how things might have differed (for good or bad or otherwise) if she/he had done this work alone.
- D. **CHAPTERS I-III**: Compile each of the chapters in sequence
- E. **APPENDIX**: Include any other documents from the semester, including any presentation handouts, etc.

BOARD CONTRIBUTION (10 POINTS): Your informed participation is vital to the success of this class and, more importantly, to the success of this entire philanthropic 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 member of our classroom/boardroom community. This includes a few things.

Early in the semester, it means you are a leader and active participant in discussions surrounding our texts. These texts are essential in helping us become imaginative, mindful, and strategic, and that happens when the texts 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.

BLOG POSTS (5 POINTS): A number of our financial partners (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 my editing before they are posted online. The website is <http://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 & the Public Good Dashboard from your list of "My Sites" at the top of the page. On that dashboard you will find options about how to post. Please begin each post with your name, followed by your degree and graduation year. For example, it should say "By: Andy Hogue, BBA 2018"

CAPSTONE ESSAY (10 POINTS): 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 **11:00 AM on Thursday, May 4.**

GRADING SUMMARY & SCALE

SUMMARY:	SCALE:
Briefing Book Chapter I: 25 points	93-100= A
Briefing Book Chapter II: 20 points	90-92=A-
Briefing Book Chapter III: 15 points	87-89= B+
Briefing Book Final Copy: 15 points	83-86= B
Board Contribution: 10 points	80-82=B-
Blog Posts: 5 points	77-79= C+
Capstone Essay: 10 points	73-76= C
<hr style="border: 1px solid black;"/>	70-72=C-
100 points total	60-69= D
	0-59= F

POLICIES & PROCEDURES

ATTENDANCE: Pursuant to the [policies](#) of the Honors College (the college that offers this course), 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 your 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 read it, adhere to it, and 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.

TITLE IX: If you or someone you know would like help related to an experience of sexual violence including sexual assault, harassment, domestic violence, dating violence, stalking or other type of non-consensual sexual conduct, please contact Kristan Tucker, the Title IX Coordinator at Baylor University, by email (Kristan.Tucker@baylor.edu) or phone (254-710-8454).. Anonymous reporting for students or third parties is also available on the Title IX website, www.Baylor.edu/TitleIX. The Title IX office understands the sensitive nature of these situations and can provide information about available on- and off-campus resources, such as counseling and psychological services, medical treatment, academic support, university housing and other forms of assistance. Staff members at the office will also explain your rights and the judicial process options, if you choose to file a complaint with the University. You will not be required to share your experience, and the Title IX Office will keep any information private. The Title IX Office exists to support and empower students, while allowing them to remain in control. **If you or someone you know feels unsafe or may be in imminent danger, please call the Baylor Police Department (254-710-2222) or Waco Police Department (9-1-1) immediately.**

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 10:

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

January 12:

- Robert L. Payton & Michael M. Moody, “Voluntary Action for the Public Good,” excerpt from *Understanding Philanthropy*, pp. 27-61 (available on Canvas)
- Craig Dykstra, “What is a Grant?” *Giving Well, Doing Good*, pp. 79-81
- Amy A. Kass, Introduction, *Giving Well, Doing Good*, pp. xv-xxv

WEEK TWO

January 17:

- Gunderman, "Imagining Philanthropy," *We Make a Life by What We Give*, pp. 1-12
- Frumkin, "The Idea of Strategic Giving," *The Essence of Strategic Giving*, pp. 1-26
- The Bridgespan Group, "[Defining Success](#)"

January 19:

- Rockefeller Philanthropy Advisors, "[Your Philanthropy Roadmap](#)"
- Bronfon & Solomon, "Finding Your Niche," excerpt from *The Art of Giving*, pp. 65-77 (Available on Canvas)
- Tierney & Fleishman, "What Are My Values and Beliefs," excerpt from *Give Smart*, pp. 21-48 (Available on Canvas)

WEEK THREE

January 24:

- Rockefeller Philanthropy Advisors, "[Finding Your Focus in Philanthropy](#)"
- Frumkin, "Dimensions of Philanthropic Value," *The Essence of Strategic Giving*, pp. 27-50
- Gunderman, "What Are We Part Of?" *We Make a Life by What We Give*, pp. 63-72

January 26:

- Group meetings & meetings w/ Andy

WEEK FOUR

January 31:

- Group meetings & meetings w/ Andy

February 2:

- Group meetings & meetings w/ Andy

WEEK FIVE

February 7:

- Group meetings & meetings w/ Andy

February 9:

- Group meetings & meetings w/ Andy
- Prior to the meeting, please read document titled "How Can We Make Wise Decisions: Questions To Consider in Nonprofit Research" (available on Canvas)

WEEK SIX

February 14:

- Joel J. Orosz, excerpt from *The Insider's Guide to Grantmaking*, pp. 66-82 (available on Canvas)
- Gunderman, "Four Gifts," *We Make a Life by What We Give*, pp. 19-29

- Gunderman, “How Much and How Well?” *We Make a Life by What We Give*, pp. 132-139

February 16:

- Dorian O. Burton & Brian C.B. Barnes, [“Shifting Philanthropy from Charity to Justice.”](#) *Stanford Social Innovation Review*, January 3, 2017
- Listen to Malcolm Gladwell, [“My Little Hundred Million.”](#) *Revisionist History* podcast (38 minutes)

Due February 19 by 11:59 PM: Briefing Book Chapter I: Issue Research

WEEK SEVEN

February 21:

- Paul Ylvisaker, “The Spirit of Philanthropy and the Soul of Those Who Manage It,” *Giving Well, Doing Good*, pp. 459-465
- Kierra Johnson, [“Four Dating Tips to Sustain Strong Grantmaker-Grantee Relationships,”](#) *Stanford Social Innovation Review*, August 2016
- Sean Thomas-Breitfield, [“Ask Questions, First to Listen, but Then to Act,”](#) *Stanford Social Innovation Review*, August 2016
- Elizabeth Cushing, [“Walking a Different Kind of Grantmaker Walk,”](#) *Stanford Social Innovation Review*, August 2016

February 23:

- Rockefeller Philanthropy Advisors, [“Making Change Happen: Creating An Outcome-Based Strategy”](#) (Note: we will discuss these concepts in greater detail after Board Meeting 1; for now, I just want you introduced to them in advance of the meeting)

WEEK EIGHT

February 28:

- Pitch Day (no reading)

March 2:

- Aramark board meeting, followed by
- Group meetings to reflect on Pitch Day impressions

WEEK NINE

No class: Spring Break

WEEK TEN

March 14:

- Frumkin, “Logic Models: Theories of Change, Leverage, and Scale,” *The Essence of Strategic Giving* pp. 51-76
- Gunderman, “The Potential to Share,” *We Make a Life by What We Give*, pp. 30-36
- Gunderman, “The Golden Rule,” *We Make a Life by What We Give*, pp. 13-18

March 16:

- Julia A. Kittross, "Types of Grants You Can Make," excerpt from *So You Want to Be a Philanthropist*, pp. 59-68 (available on Canvas)
- Darren Walker, "[What's Next for the Ford Foundation?](#)" *Equals Change Blog*
- Rockefeller Philanthropy Advisors, "[Investing in Leadership: Five Questions to Ask Any Organization Before You Give](#)"
- Anna Faith Jones, "Doors and Mirrors: Reflections on the Art of Philanthropy," *Giving Well, Doing Good*, pp. 46-53

Due March 19 by 11:59 PM: *Briefing Book Chapter II: Organization Research*

WEEK ELEVEN

March 21:

- Board Meeting #1: Presenting Organizations

March 23:

- Meetings with Andy
- The Bridgespan Group, "Quick Guide to Conducting a Nonprofit Site Visit"
- The Bridgespan Group, "Guide to Interviewing a Nonprofit's CEO"

WEEK TWELVE

March 28:

- Site Visits

March 30:

- Site Visits

WEEK THIRTEEN

April 4:

- No class: Diadeloso

April 6:

- Frumkin, "Toward Strategic Giving," *The Essence of Strategic Giving*, pp. 157-171
- Prepare logic models and theories of change/leverage/scale for each organization you visited

WEEK FOURTEEN

April 11:

- Group meetings/meetings with Andy

April 13:

- Group meetings/meetings with Andy

WEEK FIFTEEN

April 18:

- Board Meeting #2: Presenting Final Decisions

April 20:

- Determining the final \$7.5 k
- Aramark board presentation

Due by April 23 at 11:59 PM: *Briefing Book Chapter III: Mindful, Strategic Decisions*

WEEK SIXTEEN

April 25:

- Gunderman, "Ethics and Metaphysics," *We Make a Life by What We Give*, pp. 191-197
- Bronfman & Solomon, "Twenty Questions—Engaging in the Changing World," *The Art of Giving*, pp. 213-215 (available on Canvas)

April 27:

- Due: *Briefing Book Final Copy*

Our awards reception and check presentation ceremony is on Tuesday, May 2 (the first "dead day"), at 1:00 PM in the President's Suite, McLane Stadium. Please mark your calendar.

Capstone Essay due via email by **Thursday, May 4, at 11:00 AM.**

PHILANTHROPY LAB

PPS 1100-13

TUESDAYS 2:00-2:50

Carroll Library 323

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Office: Morrison 304

Office Hours: Gladly by appointment

COURSE DESCRIPTION & OBJECTIVES

PPS 1100-13, Philanthropy Lab, is connected to PPS 4310, Philanthropy & the Public Good, and shares the same objectives as that course. The “Lab” section, however, is designed to help account for some of the work we will do outside the classroom. For a full description of goals and objectives, please see the syllabus for PPS 4310. All policies and procedures for PPS 4310 are also in effect for PPS 1100.

ASSIGNMENTS & GRADING

TEAM CONTRIBUTION (50 POINTS): A significant portion of your work for PPS 4310-1100 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. At the end of the semester, each person will be evaluated anonymously by the other members of the team, and that evaluation will factor heavily into this portion of the grade.

LETTERS TO DONORS (10 POINTS): Several generous donors have made this experience possible for us, and we know from past students that it is transformational. One of the themes we’ll discuss this semester is that generosity often happens “downstream” of gratitude. And so, we are going to express our gratitude to these generous donors. Each of you should write and submit (to me) a hand-written note to our two principal donors, sometime before **Thursday, May 4, at 11:00 AM.**

ARAMARK WORK (10 POINTS): One of our principal donors this semester is the Aramark Corporation. Each time we work with Aramark, we set up something that is known, in the field, as a “donor advise fund.” That is, we set aside a segment of our money for a council of Aramark employees to give, based on the priorities they set and the research we conduct on their behalf. I will provide you with guidelines as that time approaches, and your grade will be based on the quality of your research and presentation to the council.

EXPLORING GENEROSITY ASSIGNMENT (30 POINTS): Please **pick one** of the following two options to complete this semester.

JOURNEY OF GENEROSITY

Over the years we have developed a wonderful partnership with Generous Giving, a wonderful organization that exists to equip Christians in their generosity. Generous Giving hosts throughout the country a series of events called Journeys of Generosity (JOGs). See the video to the right for more information (also available at <https://vimeo.com/98353981>). Rather than host a JOG gathering (which we have done sometimes in the past), this semester we will explore some of the JOG themes independently.

Over the course of the semester, you may complete up to seven modules on generosity. A module will consist of watching a video or reading a short piece, followed by a written reflection. In coming days, I will provide a template with these modules.



If for any reason you elect not to complete the JOG assignment, you may do the following:

GENEROSITY AS SERVICE

One of the things we will emphasize throughout the semester is that philanthropy and generosity are about much more than writing checks. They are about the ways in which we share of our very selves—time, talent, treasure, and influence—with others. In the event that you choose not to do the JOG assignment, you may engage in a very intentional assignment in which, over the course of the semester, you serve the greater good with your time, talent, and influence.

There are several constraints around this assignment. First, I would prefer if your service is with a local organization with which you already have an existing relationship. Second, this work should occur independent of any work you already do with a campus organization or church group. Third, I want you to agree in advance with a supervisor at this organization about what you'll do and why it matters. So, before February 10, you will need to submit a letter of support from a supervisor with this organization, acknowledging that the organization supports your work and believes that it will benefit everyone who is served by your work. Then, before February 17, you will need to submit a contract, signed by both you and your supervisor, outlining the basic parameters of your service, which should total more than 15 hours over the course of the semester. Finally, before May 1, you should turn in two items: 1) a document verifying the completion of your duties and signed by your supervisor; and 2) a 2-4-page paper (single-spaced) explaining your work and reflecting on the experience.

Please note: these are fairly strict parameters, and I realize that certain circumstances might dictate a variation from these rules. If that seems appropriate in your circumstance, please let me know, and we will work together on alterations to the assignment.

Your work will be evaluated based on the completion of your service, the quality of your work, and the documents you turn in.

GRADING SUMMARY & SCALE

SUMMARY:

Team Contribution: 50 points
Exploring Generosity Assignment: 30 points
Letter to Donors: 10 points
Aramark Work: 10 points

100 points total

SCALE:

93-100= A
90-92=A-
87-89= B+
83-86= B
80-82=B-
77-79= C+
73-76= C
70-72=C-
60-69= D
0-59= F

SCHEDULE

January 10: Course Introduction
January 17: Developing the mission
January 24: Group meeting
January 31: Group meeting/research/meeting with Andy
February 7: Group meeting/research/meeting with Andy
February 14: Group meeting
February 21: No formal meeting
February 28: Pitch Day
March 7: Spring Break
March 14: Group Meeting
March 21: Board Meeting
March 28: Site Visits
April 4: Diadeloso
April 11: Group Meetings/meeting with Andy
April 18: Board Meeting
April 25: Group meeting
May 2: Grant Awards Reception