



# Philanthropy: The Power of Giving

## UGS 302

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Spring 2016

*Professor:* Pamela Paxton  
*Class Meetings:* Monday 1:00-4:00  
*Classroom:* MAI 220F  
*Office Hours:* Wednesdays 1:00-2:00 or by appointment  
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*To give away money is an easy matter in any man's power. But to decide to whom to give it, and how large and when, and for what purpose and how, is neither in every man's power nor an easy matter. Hence it is that such excellence is rare, praiseworthy and noble.*

--Aristotle, *Ethics*, 360 BC

### *Course Description:*

Who gives? Who volunteers? Does it matter? This course will cover the scope and diversity of the nonprofit sector, as well as individual patterns of giving and volunteering. Further, although billions of dollars are distributed by individuals and charitable foundations each year, only some charitable programs are effective. Thus, a portion of the course will focus on providing students with the tools and skills to evaluate charitable programs for effectiveness.

Based on their own evaluations, students will have the opportunity to distribute \$50,000 (provided through The Philanthropy Lab and individual donors) to charitable organizations. Students will be placed into groups that will research, discuss, and debate charities, with the whole class determining the ultimate distribution of the funds.

### *Course Materials:*

Peter Singer. 2009. *The Life You Can Save*. New York: Random House.

Other course readings available through Canvas.

### *Course Requirements and Grading:*

**Class Participation** (10%) As in all college courses, students should come to class having read and thought about the assigned readings. Regular and thoughtful contributions to classroom discussions are essential to the success of the seminar. Also, attendance matters. Make sure you sign in on the attendance sheet every day. Your attendance will be considered in your overall participation grade.

Only students who have attended regularly will vote on the final distribution of the funds. Finally, you will also be evaluated on your participation in group work.

**Paper 1** (10%) 250 words, one page. Due: first draft on February 5, revision on February 17. Details provided in handout.

**Paper 2** (15%) 500 words, two pages. March 4. Details provided in handout.

**Paper 3** (20%) 1250 words, five pages. April 21. Details provided in handout.

**Oral Presentations** (20%) individual and within debates.

**Self and group evaluations** (5%) 500 words, two pages. Due May 4. Details provided in handout.

**Final exam** (20%) May 12, 2:00-5:00

Grades will include + and – distinctions.

Your grade will be docked one grade per day late, for any assignment.

*Outline of Course:*

**January 25:** Introduction to the course

*Readings:*

No readings for today

Take the “donor quiz” at <http://goodintents.org/test-your-knowledge>

Optional: Listen to Bill Gates’ 2007 Graduation Speech at Harvard

Part 1: [http://www.youtube.com/watch?v=AP5VIhbJwFs&feature=mfu\\_in\\_order&list=UL](http://www.youtube.com/watch?v=AP5VIhbJwFs&feature=mfu_in_order&list=UL)

Part 2: [http://www.youtube.com/watch?v=X\\_YQmRD\\_q9Y&feature=related](http://www.youtube.com/watch?v=X_YQmRD_q9Y&feature=related)

Part 3: [http://www.youtube.com/watch?v=vwdMXquKTzM&feature=mfu\\_in\\_order&list=UL](http://www.youtube.com/watch?v=vwdMXquKTzM&feature=mfu_in_order&list=UL)

Part 4: <http://www.youtube.com/watch?v=YzIMxltEAWk&feature=related>

Part 5: <http://www.youtube.com/watch?v=1ZKW5Gs6z7o&feature=related>

**February 1:** What are the Obligations of Wealth?

*Readings:*

Peter Singer. 2009. *The Life You Can Save*. New York: Random House. Chapters 1-3 and 10.

Leif Wenar. 2012. “Poverty is No Pond: Challenges for the Affluent.” Chapter 6 in *Giving Well: The Ethics of Philanthropy*, edited by Patricia Illingworth, Thomas Pogge, and Leif Wenar.

Optional:

read the text of the giving pledge and current signatories. [givingpledge.org](http://givingpledge.org)

Paul Woodruff. 2013. "Philosophy of Giving: Alternatives to Singer."

**February 5:** Paper 1 first draft due

**February 8:** Introduction to the Nonprofit Sector / Giving and Volunteering in the U.S.

*Readings:*

Rob Reich. 2012. "Toward a Political Theory of Philanthropy." Chapter 9 in *Giving Well: The Ethics of Philanthropy*, edited by Patricia Illingworth, Thomas Pogge, and Leif Wenar.

Ben Gose. 2012. "Wealthiest don't Rate High on Giving Measure." *The Chronicle of Philanthropy*. <http://philanthropy.com/article/America-s-Geographic-Giving/133591/>

explore giving in your hometown with <http://philanthropy.com/section/How-America-Gives/621/>

**February 15:** Choosing Where to Donate

*Readings:*

Charles Bronfman and Jeffrey Solomon. 2010. "The Soul of the New Philanthropist." chapter 5 in *The Art of Giving: Where the Soul Meets a Business Plan*. San Francisco: Jossey-Bass.

Eric Friedman. *Reinventing Philanthropy*. Chapters 1-3, 10.

*Guest Speakers:*

Deb Johnson and Sam Woollard, *Successful Giving*

**February 17:** Paper 1 revision due

**February 22:** Understanding the IRS Form 990

*Readings:*

Eric Friedman. *Reinventing Philanthropy*. Chapter 5.

Watch Dan Pallotta's Ted Talk:

[http://www.ted.com/talks/dan\\_pallotta\\_the\\_way\\_we\\_think\\_about\\_charity\\_is\\_dead\\_wrong.html](http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong.html)

## **February 29:** Evaluation, Logic Models, and Social Return on Investment

### *Readings:*

Eric Friedman. *Reinventing Philanthropy*. Chapter 8.

Peter Rossi, Mark Lipsey and Howard Freeman. *Evaluation: A Systematic Approach*. Seventh edition. Pp. 93-96, 146-164

Michael Weinstein and Ralph Bradburd. *The Robin Hood Rules for Smart Giving*. 2013. New York: Columbia Business School. Chapters 1-2.

Paul Brest and Hal Harvey. 2008. *Money Well Spent: A Strategic Plan for Smart Philanthropy*. New York: Bloomberg Press. Chapters 10.

Alana Conner Snibbe. 2006, Fall. "Drowning in Data" *Stanford Social Innovation Review* 39-45

## **March 4:** Paper 2 due

## **March 7:** Presentations

## **Spring Break**

## **March 21:** The Scientific Method and Experimental Design

### *Readings:*

Michael Weinstein and Ralph Bradburd. *The Robin Hood Rules for Smart Giving*. 2013. New York: Columbia Business School. Chapter 4.

Trochim, William M. 2006. The Research Methods Knowledge Base, 2nd Edition. Internet WWW page. Read these pages:

<http://www.socialresearchmethods.net/kb/destypes.php>

<http://www.socialresearchmethods.net/kb/desexper.php>

<http://www.socialresearchmethods.net/kb/expsimp.php>

<http://www.socialresearchmethods.net/kb/expequi.php>

<http://www.socialresearchmethods.net/kb/random.php>

## **March 28:** The Scientific Method and Experimental Design

### *Readings:*

Peter Rossi, Mark Lipsey and Howard Freeman. *Evaluation: A Systematic Approach*. Seventh edition. Chapter 8.

### *Guest Speaker:*

Muhannad Abulhasan, CEO Arzan Wealth

**April 4:** New Research on Giving by Individuals and Governments

*Readings:*

The Economist. Oct 26<sup>th</sup>, 2013. "Pennies from Heaven: Giving Money Directly to Poor People Works Surprisingly Well. But It Cannot Deal with the Deeper Causes of Poverty.

Joseph Hanlon, Armando Barrientos, and David Hulme. 2010. *Just Give Money to Poor: The Development Revolution from the Global South*. Chapter 9.

Michael Walzer. 2011. "On Humanitarianism: Is Helping Others Charity, Duty, or Both?" *Foreign Affairs*. [www.foreignaffairs.com/articles/67931/michael-walzer/on-humanitarianism](http://www.foreignaffairs.com/articles/67931/michael-walzer/on-humanitarianism)

**April 11:** Arguments Against Nonprofits

*Readings:*

Robert Lupton. 2011. *Toxic Charity: How Churches and Charities Hurt Those they Help, and How to Reverse it*. Chapter 2

Paul Kivel. "Social Service or Social Change?" chapter 11 in *The Revolution Will Not Be Funded*. Cambridge: South End Press.

**April 18:** Guest Speaker: Geoffrey Raynor

**April 21:** Paper 3 due

**April 25:** Final Presentations, Debates, and Decision

**May 2:** Course Wrap-Up

*Readings:*

Peter Singer. 2009. *The Life You Can Save*. Chapters 5, 9, and 10.

**May 4:** self and group evaluations due

**May 12, 2-3:30** Final Exam

**May 12, 4:00** Presentation of Checks to Recipients and Celebration

## *Overview of Process for the Distribution of the Funds*

January 25: students fill in choices for groups

- 6 groups of 3 students each

February 1: students receive group assignments and begin discussion of overall goals for giving.

February 8: groups meet for more discussion of overall goals.

- Each student charged with finding three charitable organizations that meet the goals of the group.
- That means 9 organizations per group.
- Students will need to compile some basic information about their three organizations before the next group meeting.

February 15, 22: groups review their organizations

February 29: group meetings to narrow the organizations to be considered to 1 per member of the group.

- Should be based on criteria established by the group.
- At this point, each group will cut down to considering only 3 organizations.
- Each organization is assigned to one member of the group for further study.

February 29 – March 4: individuals work on paper #2, which is a report on their charity, and prepare a presentation on their charity for the upcoming presentations and debates.

March 7: Each member of each group will present information on their charity. Then groups will debate within themselves on the merits of their individually-assigned charities. The rest of the class will provide input.

- Within your assigned group you will be presenting information, arguing, and attempting to persuade other members of your group as well as the rest of the class.
- The end result is that each group will select down to one charity for further research.
- At this time we will have 6 finalist charities, one per group.

March 11: groups finalize their finalist charity.

March 11 - April 22: Groups organize due diligence research, further data collection, and tasks for group members. Each group will undertake serious study of their selected charity.

- All aspects of the organization – mission, program effectiveness, capacity of management and board to lead the organization, fiscal strength, etc. must be considered.
- Students will evaluate the charities using the tools learned in class
- Students will need to interview a representative from the charity
- Students will check with university lawyers about potential grantees to make sure there are no legal problems
- Each student will use the results of their own research, as well as the group's research, to write paper #3.

April 25: presentations and debates will provide detailed information for each group's top choice. Each member of the group has to play a significant role. The class will be voting on the amounts of money to give to each of the charities.

- presentations must include:

- The case for this type of charity

- Why this organization makes an impact

- Any specific recommendations you are making on the size of the gift, unrestricted or restricted use, the percentage of the agency's budget the gift would be, possible uses of money (how much they need to make an impact)

- each group will be assigned an opposing group, who will prepare a rebuttal. Groups will have a chance to respond to the rebuttal, as well as to questions from the floor.

April 24: final decisions and voting. Final decisions will involve the number of charities to give to and the amount to give to each charity. Only students who have attended regularly will vote on the final distribution of the funds. No more than 3 charities will receive donations.

May 12: checks will be presented to representatives of the selected charities.

#### *Helpful Resources:*

The Philanthropy Lab. Website for the Philanthropy Lab project. Includes grants awarded to date and syllabi from the courses at the thirteen participating universities. [www.thephilanthropy.org/](http://www.thephilanthropy.org/)

GiveWell. In depth charity research, reviews, and recommendations. [www.givewell.org](http://www.givewell.org)  
Good Intentions are Not Enough. Charity research and a nice "smart donor" quiz.  
[www.givewell.org](http://www.givewell.org)

Giving What We Can. Charity reviews and recommendations and a giving pledge.  
[www.givingwhatwecan.org](http://www.givingwhatwecan.org)

Guidestar. Basic data about nonprofits, including tax Form 990. [www.guidestar.org](http://www.guidestar.org)

Charity Navigator. Charity ratings with emphasis on financial health and accountability/transparency. [www.charitynavigator.org](http://www.charitynavigator.org)

The Chronicle of Philanthropy. National weekly devoted to philanthropy. [www.philanthropy.com](http://www.philanthropy.com)

Independent Sector. Nonprofit advocacy and policy. [www.independentsector.org](http://www.independentsector.org)

Ashoka. Supporting social entrepreneurs. [www.ashoka.org](http://www.ashoka.org)

Foundation Center. Maintains a database on grantmakers and grants and does research, education, and training. [www.fdncenter.org](http://www.fdncenter.org)

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

The Life You Can Save. Website related to Peter Singer's book. [www.thelifeyoucansave.com](http://www.thelifeyoucansave.com)

### *University of Texas Honor Code:*

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Each student in this course is expected to abide by the University of Texas Honor Code.

Your work must be your own work. Plagiarism means “to steal and pass off the ideas or words of another as one’s own. To use another’s production without crediting the source” (Merriam-Webster Dictionary 2012). Do not present someone else’s writing or ideas as your own. This includes unacknowledged word-for-word use of someone else’s work, unacknowledged paraphrasing of someone else’s work, and/or unacknowledged use of another person’s ideas. If you use words or ideas from someone else, you must cite your sources. Unclear on what constitutes plagiarism? Want to know how to avoid it? See <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>

### *Documented Disability Statement:*

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information: [http://www.utexas.edu/diversity/ddce/ssd/for\\_cstudents.php](http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php)

### *Flags*

This course carries the Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help

you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

*This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all changes.*