



Philanthropy: The Power of Giving

UGS 303

Spring 2017

Professor: Pamela Paxton
Class Meetings: Mondays and Wednesdays 12:00-1:00, Friday discussion sections
Classroom: CLA 1.106
Office Hours: Wednesdays 1:00-2:00 or by appointment
Office: CLA 3.738
Office Phone: (512) 232-6323
Email: ppaxton@prc.utexas.edu

TA: Karen Lee
Office Hours: Thursday 1:00-3:00 or by appointment
Office: CLA 3rd floor, cubicle 9
Email: karen.h.lee@utexas.edu

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 significant funds (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. Available at University Co-op.

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 January 27, revision on February 10. Details provided in handout.

Paper 2 (15%) 500 words, two pages. March 3 first draft; March 24 revision. 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 3. 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 18: Introduction to the course

Readings:

No readings for today

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

Part 2: 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

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

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

January 23: 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
Paul Woodruff. 2013. "Philosophy of Giving: Alternatives to Singer."

January 25: Introduction to the Nonprofit Sector

Readings:

No readings for today

January 27 discussion: Paper 1 first draft due / discuss \$10 / groups initial meeting

January 30: More on the Nonprofit Sector

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.

February 1: Giving in the U.S.

Visiting Speakers: panel of students from prior philanthropy classes

Readings:

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 <https://www.philanthropy.com/interactives/how-america-gives#search>

February 3 discussion: group meetings / Q&A

February 6: 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.

February 8: Choosing Where to Donate II

Guest Speakers:

Deb Johnson and Sam Woollard, *Successful Giving*

February 10 discussion: Paper 1 revision due / group meetings

February 13: Understanding the IRS Form 990

Readings:

Eric Friedman. *Reinventing Philanthropy*. Chapter 5.

February 15: Understanding the IRS Form 990 II

Readings:

Watch Dan Pallotta's Ted Talk:

http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong.html

February 17 discussion: group meetings / Q&A

February 20: Evaluation, Logic Models, and Social Return on Investment

Readings:

Peter Singer. 2009. *The Life You Can Save*. Chapter 6.

Eric Friedman. *Reinventing Philanthropy*. Chapter 8.

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

February 22: Evaluation, Logic Models, and Social Return on Investment

Readings:

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

February 24 discussion: groups narrow to one charity per member

February 27: 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 1: The Scientific Method and Experimental Design

Readings:

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

March 3 discussion: Paper 2 first draft due / practice presentations

March 6: presentations and debates

March 8: presentations and debates

March 10 discussion: groups decide on their charity

Spring Break

March 20: The Scientific Method and Experimental Design

March 22: No Class Today

March 24 discussion: paper 2 revision due / groups plan research / Q&A

March 27: Visiting Speaker: the donor perspective

Readings:

The Philanthropy Lab: 2016-2017 Grant Letter

March 29: The Big Picture: Declines in Volunteering and Other Forms of Social Capital

Readings:

Robert Putnam. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon and Schuster. chapters 1, 3, 7, and 24

March 31 discussion: Q&A / group research

April 3: Volunteering

Readings:

Peter Singer. 2009. *The Life You Can Save*. Chapter 4.

April 5: Plan Evaluation of Grants

Readings:

Letter to Students from the Philanthropy Lab

April 7 discussion: Q&A / group research

April 10: New Research on Giving by Individuals and Governments

Readings:

The Economist. Oct 26th, 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

April 12: Religion and Volunteering

Readings:

Robert Putnam and David Campbell. 2010. *American Grace: How Religion Divides and Unites Us*. New York: Simon and Schuster. Chapter 13.

April 14 discussion: Q&A / group research

April 17: 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 19: Giving Goals

Readings:

The Philanthropy Lab: Create a Giving Goal

April 21 discussion: Q&A / groups practice presentations and rebuttals

April 24: Final Presentation and Debates

April 26: Final Presentation and Debates

April 28 discussion: voting

May 1: Final Decisions

May 3: Course Wrap-Up

Readings:

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

May 12, 2-3:30 Final Exam

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

Flag

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.

Overview of Process for the Distribution of the Funds

January 20: students fill in choices for groups

- 12 groups of ~4 students each, 4 groups per discussion section

January 27: students receive group assignments and begin discussion of overall goals for giving.

February 3: 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 ~12 organizations per group.
- Students will need to compile some basic information about their three organizations before the next group meeting.

February 10, 17: groups review their organizations

February 24: 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 4 organizations.
- Each organization is assigned to one member of the group for further study.

February 24 – March 3: 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 6 and March 8: 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 12 finalist charities, one per group.

March 10: groups finalize their finalist charity.

March 10 - April 21: 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 24 and 26: presentations and debates will provide detailed information for each group's top choice. Each member of the group has to play some 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 28: voting.

May 1: 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 fewer than 2 and no more than 6 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.thephilanthropylab.org/

GiveWell. In depth charity research, reviews, and recommendations. www.givewell.org
Good Intentions are Not Enough. Charity research and a nice “smart donor” quiz.
www.givewell.org

Giving What We Can. Charity reviews and recommendations and a giving pledge.
www.givingwhatwecan.org

Guidestar. Basic data about nonprofits, including tax Form 990. www.guidestar.org

Charity Navigator. Charity ratings with emphasis on financial health and accountability/transparency. www.charitynavigator.org

The Chronicle of Philanthropy. National weekly devoted to philanthropy. www.philanthropy.com

Independent Sector. Nonprofit advocacy and policy. www.independentsector.org

Ashoka. Supporting social entrepreneurs. www.ashoka.org

Foundation Center. Maintains a database on grantmakers and grants and does research, education, and training. www.fdncenter.org

Center on Philanthropy at Indiana University. Academic center focused on philanthropy.
www.philanthropy.iupui.edu

The Life You Can Save. Website related to Peter Singer’s book. 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

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