



# **PHILANTHROPY & THE PUBLIC GOOD**

**PPS 4310 - PHIL 4361  
W 12:20-3:05 PM**

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# WELCOME!

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**COFFEE HOURS:** gladly, by appointment

*"Philanthropy is commendable, but it must not cause the philanthropist to overlook the circumstances of economic injustice which make philanthropy necessary." - Martin Luther King Jr.*

*"The greatest gifts any human being could ever share with us, or any of us could ever share with another, is assistance in becoming the best persons, families, and communities we are capable of being" - Richard Gunderman*



# PPS 4310 SYLLABUS

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# WHAT IS THIS COURSE ABOUT?

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Most courses cover a subject: the American constitution, particle physics, wildlife biology; but this course engages you in a *practice*, and invites you to reflect critically on that practice. We are **seeking the good of the city** by means of **philanthropic action for social change**.

Thanks to some very generous donors, you are now the stewards of \$100,000. Your job is to give it all away to local nonprofits. The decisions about where that money will go reside with you, not us. So welcome aboard. You're calling the shots. You're the **Board of Directors**.

Although you'll quickly discover that there are millions of ways we could do good with these funds, this is, in fact, not going to be easy. Should we focus attention on homelessness, hunger, health, childcare, arts, education? Should we look upstream, to the causes of social problems, or downstream, to their symptoms and effects?

To make matters more difficult, all of these aspects of community welfare and the issues that detract from it are complex and related. You thus play another role in this course: that of **Researchers**. You'll learn more about the challenges, resources, and strengths of Waco, and towns like it in the US more generally. What are the root causes of the obstacles to thriving in our city, like poverty? What are the most empirically well-supported theoretical models for interventions to overcome these obstacles? Finally, what are ethical theories about how to use philanthropy well to make social change?

The readings, panels, and discussions will equip you to form an evidence-based hypothesis of **how to implement social change for the common good** in Waco by giving away the money you have.

The possible ways we might work for the common good outrun the dollars we have to give. In your role as **Program Officers**, you will have to identify which nonprofits are poised to do this work most effectively and ethically. If there are many ways to do good, how might we decide what good we want to do? How might we figure out what it means to do the *most* good? Is doing the most good the same as doing the *right* thing? The just thing? Further, should we favor big or small organizations and startups? Give all the money to one place or to break it up and spread it around? Should we focus on an organization's past, its present, or its future capacity?

While engaging in philanthropy, we will be, simultaneously, reflecting critically on that very practice. And chances are, you will disagree and have to reckon with different perspectives represented amongst your board all along the way. Learning to articulate positions and rationales, collaborate, listen, disagree, and act together will constitute a major educational aim of the course. We have some hard work and difficult choices ahead of us, but we hope what this work will be for the good of the city!

# WHAT WILL WE READ?

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We'll work our way through various scholarly articles, popular articles and books, and podcasts available to you on Canvas.

**JUST GIVING**

**WHY**

**PHILANTHROPY**

**IS FAILING**

**DEMOCRACY AND**

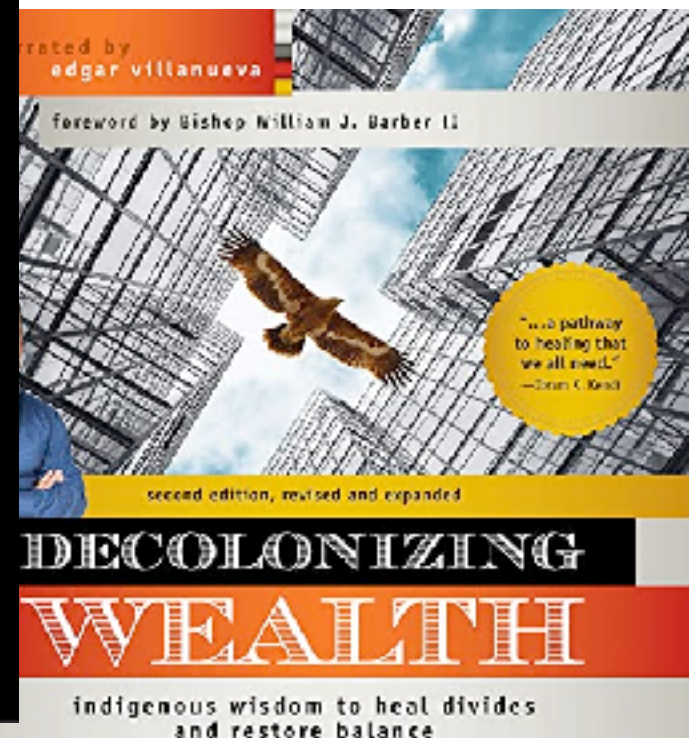
**HOW IT CAN**

**DO BETTER**

**ROB REICH**

**POVERTY,  
BY AMERICA**

**MATTHEW DESMOND**  
PULITZER PRIZE-WINNING AUTHOR OF EVICTED



# WHAT WILL WE LEARN?

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We have both course goals and course objectives this semester. Course goals are the big-picture, abstract purposes driving all the class activities, assignments, and assessments. Your movement towards and success in achieving these goals is not necessarily immediately measurable or evident; but we hope you walk away at the end of the semester able to see your progress in these goals from your work in the course. Our course goals are to:



## UNDERSTAND

systemic problems in communities and their relation to philanthropy



## ARTICULATE

an ethical, strategic, evidence-based theory of social change for the common good of Waco



## ACT

philanthropically for the good of the city we live in

# HOW WILL WE MARK PROGRESS?

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You can make measurable progress towards the goals by achieving course **objectives**— tangible and

All assignments offer opportunities to meet objectives. Every time you meet an objective, you earn a point towards your total points in the course, which correspond to final grades. Below is a list of the objectives and the assignments on which you can earn points for meeting them.

blue= individual, green = committee, pink = board

**1** Demonstrate understanding of systemic problems related to poverty in the US

challenge assessment, final essay

**2** Demonstrate understanding of the history and current role of philanthropy in the US

challenge decision, final essay

**3** Generate an evidence-supported hypothesis for how to address a challenge in Waco

org assessment, midpoint reflection, briefing book

**4** Create a logic model for program design aimed at social change

midpoint reflection, briefing book



**5** Participate in doing due diligence in vetting and reviewing grant proposals from nonprofits

phase decisions, briefing book, phase committees

**6** Demonstrate understanding of empirically supported models of social change

midpoint reflection, final essay

**7** Articulate your own rationale for an ethical, strategic approach to social change for the common good

final essay

**8** Navigate diverse opinions and forge ways to collaborate with others on behalf of shared goals

challenge and phase decisions, committees

# WHAT WILL WE DO AND WHEN?

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## PHASE I: STRATEGIC PLANNING

Everyone will be assigned as a committee for one of the events and funding decisions in the course. For each event and decision, you will either be a committee or a board member.

Phase I will involve learning the history of philanthropy and systemic problems related to poverty in the US, and to begin to identify how this plays out in Waco. You will conduct independent review of community challenges as well as organizational profiles of Waco nonprofit organizations attempting to promote the common good. You will submit your findings in the challenges assessment on **September 11**.

In light of what you learn, you will work together as a board to articulate your strategic plan. On **September 13** you will make a decision about which challenge(s) you want to address.

You will conduct independent organization assessment using profiles on [wacoroundtable.org](http://wacoroundtable.org), identifying and articulating how various organizations may currently or have potential to address the challenges of focus on **September 26** in preparation for a vote on **September 27** of organizations to move on and receive at least **\$500**.

## PHASE II: DEVELOPING A THEORY OF SOCIAL CHANGE

In Phase II, we start to build logic models for how various organizations and programs could address challenges of focus. The organizations under consideration will come for in-person panel presentations on **October 11**. On **October 18**, you will submit a midpoint reflection about your hypothesis for how you can promote the good of the city through philanthropy. Then the board will hold a discussion and Phase II vote on organizations to move onto phase III, each of which will receive at least **\$1,000**.



## PHASE III: DUE DILIGENCE & DECISIONS

In Phase III, students will research each organization remaining. You will form into teams of program officers, with each team focusing their research on one organization. On **November 1 and 8**, you will engage in site visits for the organization you are a program officer for and serve as a researcher on one other site visit. Site visit research is thorough, asking important questions about their leadership, structure, funding, and proposed grant idea(s) including whether those grants will be successful. You will attempt to turn over every stone of an organization so that the Board of Directors can make an informed decision about grant awards.

Each team of program officers will produce an 8-10 page Briefing Book and submit the initial copy for review and presentation to the class on **November 15**. In the following two weeks, everyone will have the opportunity to read every briefing book and submit questions for program officers to respond to.

All members of the board will gather for an executive session and phase III decision during class and on the **evening of November 29**. The Phase III Decision committee will be in charge of collecting initial data from every Board member, collating and visualizing it for the beginning of the session. These committee will facilitate final decision-making.



## PHASE IV: EVALUATION

In Phase IV, you will reflect on and evaluate your experience, integrate what you learned through the course readings, lectures, and discussions, and create a tool for evaluating the effectiveness of your gifts. You will turn in a draft of your final essay on **December 4**. The final draft is due **December 9**. In this essay you will use both knowledge from theory and practice on how you plan to approach philanthropy going forward.

Your essay should demonstrate an understanding of the history and current functions of philanthropy in our culture. You will articulate your account of how we ought to approach philanthropy ethically and effectively. This will draw on your understanding of ethical frameworks, logic models for programs and interventions, and theories of social change (so take good notes all semester!).

On **December 6**, as a class you will create an evaluation tool for the nonprofits to use to measure the effectiveness of your gift. How will you know that your money was used the way you intended, or that it impacted social change the way you hypothesized? Your evaluation instrument, to be used in the two years following your gift, will provide evidence to support your hypothesis.



# HOW WILL WE BE ASSESSED?

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A	4.0	24+ pts.
A-	3.67	23 pts.
B+	3.33	21 pts.
B	3.0	20 pts.
B-	2.67	19 pts.
C+	2.33	18 pts.
C	2.0	17 pts.
C-	1.67	16 pts.
D	1.33	15 pts.

Note: You can expect transparent, formative assessment of all your work. This course implements **standards-based grading**— a method that proven highly effective in secondary and postsecondary education for improving student learning outcomes.

Standards-based grading is known for helping focus attention on learning portable skills, encouraging students to take responsibility for their learning, and offering feedback and assessment that more effectively generates improvement. Each grade corresponds to a number of points you've accumulated by meeting course objectives. Thus, the grade earned reflects your progress towards the learning goals measured by objectives.

Each assignment is graded using a rubric. For each course objective in the rubric, you will earn a point if you met the objective. The total number of points earned on all assignments constitutes the final grade.



# HOW DO WE ACHIEVE OBJECTIVES?

## ASSIGNMENTS & OBJECTIVES SCHEDULE

Assignment	Objective(s) assessed	Points
<b>AUGUST 30</b>		
<b>Giving Goal</b>	7 Articulate your own rationale for an ethical, strategic approach to social change for the common good	1
<b>SEPTEMBER 11</b>		
<b>Challenge Assessment</b>	1 Demonstrate understanding of systemic problems related to poverty	1
<b>SEPTEMBER 13</b>		
<b>Challenge decision</b>	1 Demonstrate understanding of systemic problems related to poverty 2 Demonstrate understanding of history and current role of philanthropy 8 Navigate diverse opinions and forge ways to collaborate	3
<b>SEPTEMBER 26</b>		
<b>Organization Assessment</b>	3 Generate an evidence-supported hypothesis for how to address challenges in Waco 5 Participate in due diligence in vetting and reviewing proposals	2
<b>SEPTEMBER 27</b>		
<b>Phase I decision/ committee</b>	5 Participate in due diligence in vetting and reviewing proposals 8 Navigate diverse opinions and forge ways to collaborate	2
<b>OCTOBER 11</b>		
<b>Phase II panel/ committee</b>	5 Participate in due diligence in vetting and reviewing proposals	1

Assignment	Objective(s) assessed	Points
<b>OCTOBER 18</b>		
<b>Midpoint Reflection</b>	3 Generate an evidence-supported hypothesis for how to promote the common good in Waco 4 Create a plausible logic model for program design 6 Demonstrate understanding of empirically supported models of social change 7 Articulate your own rationale for an ethical, strategic approach to social change for the common good	4
<b>Phase II decision/ committee</b>	5 Participate in due diligence in vetting and reviewing proposals 8 Navigate diverse opinions and forge ways to collaborate	2
<b>NOVEMBER 1 &amp; 8</b>		
<b>Site Visit/ committee</b>	5 Participate in due diligence in vetting and reviewing proposals	1
<b>NOVEMBER 15</b>		
<b>Briefing Book</b>	3 Generate an evidence-supported hypothesis for how to promote the common good in Waco 4 Create a plausible logic model for program design 6 Demonstrate understanding of empirically supported models of social change	3
<b>NOVEMBER 29</b>		
<b>Phase III decision/ committee</b>	5 Participate in due diligence in vetting and reviewing proposals 8 Navigate diverse opinions and forge ways to collaborate	2
<b>DECEMBER 6</b>		
<b>Evaluation Tool</b>	4 Create a plausible logic model for program design	1
<b>Grants Award ceremony</b>	5 Participate in due diligence in vetting and reviewing proposals	
<b>DECEMBER 9</b>		
<b>Final essay due</b>	1 Demonstrate understanding of systemic problems related to poverty 2 Demonstrate understanding of history and current role of philanthropy 6 Demonstrate understanding of empirically supported models of social change 7 Articulate your own rationale for an ethical, strategic approach to social change for the common good	4

# WHAT'S THE SCHEDULE?

Date Due	Assignment
<b>PHASE I: STRATEGIC PLANNING</b>	
<b>Aug. 23</b>	<b>Introduction to the course and philanthropy</b>
Read	Reich, <i>Just Giving</i> , Introduction pp. 1-19, ch. 4 pp. 135-143 Hall, "A historical overview of philanthropy, voluntary associations, and nonprofit organizations in the United States, 1600-2000," pp. 32, 36-45, 50-56
Research	Spend a few minutes looking at <a href="http://thephilanthropylab.org">thephilanthropylab.org</a>
Seminar	Professor panel on historical and current functions of philanthropy in modern Western societies. We will orient you to the workings and goals of the class, as well as the schedule.
Lab	Intro to Waco Round Table and \$10 challenge
<b>Aug. 30</b>	<b>Why are people poor?</b>
Read	Desmond, <i>Poverty, by America</i> , chs. 1, 3, 4 Peterson, "Fixer Upper is Over, but Waco's Transformation Is Just Beginning"
Research	Review previous class gifts, participate in \$10 challenge, and read bios of practitioners
Seminar	Dr. Emily Hunt-Hinojosa on Waco Roundtable; practitioner panel on local philanthropy: Ashley Allison and Felicia Goodman
Lab	10\$ challenge report back, pre-class survey, discuss challenges related to poverty and health on <a href="http://wacoroundtable.org">wacoroundtable.org</a>

<b>Sep. 6</b>	<b>What is the common good?</b>
Read	Murphy, "The Common Good," 134-5, 148-157 Thriving Cities video
Research	Read the bios of practitioners, look at wacoroundtable to begin to identify key local challenges and obstacles to common good
Seminar	Practitioner panel on healthcare and community health challenges in Waco: Dr. Jackson Griggs and Dale Barron
Lab	Board begins discussions on which community challenges you might want to address. Choose chair positions and sign grant letter and evaluation letter for philanthropy lab.
<b>Sep. 13</b>	<b>How does philanthropy contribute to the common good?</b>
Read	Swanton, "Virtue Ethics, Thick Concepts, and Paradoxes of Beneficence" Hill, "Duties and Choices in Philanthropic Giving: Kantian Perspectives" Singer, "What Should a Billionaire Give- and What Should You Do?"
Research	Using wacoroundtable, identify 2-3 challenges you think we should prioritize this semester and fill out the challenge assessment by <b>September 11</b> . Prepare for vote on challenges and read practitioner bios
Seminar	Practitioner panel on designing culture and space for the common good: Sol Bautista, Dr. Matthew Whelan, Dr. Elise Edwards
Lab	Board vote on what challenges will we address and formulate initial mission statement
<b>Sep. 20</b>	<b>Doing the right thing versus doing the most good?</b>
Read	Sreenivasan, "Stop the Robot Apocalypse" Villanueva, <i>Decolonizing Wealth</i> , part 3 Shotwell, <i>Against Purity</i> , selections
Research	Research organizations on <a href="http://wacoroundtable.org">wacoroundtable.org</a> and identify 10-20 organizations you think merit further exploration; look at Organization Assessment questions and consider ethical values for class's mission statement
Seminar	Professor panel on the ethical frameworks for philanthropy

Lab	Board discussion of slate of organizations for next week's vote, decide on ethical values for mission statement
<b>Sep. 27</b>	<b>How does philanthropy intersect with public action for the common good?</b>
Read	Desmond, <i>Poverty, by America</i> , chs. 5-6 Riech, <i>Just Giving</i> , ch. 2 pp. 74-90, ch. 3 pp. 114-118, ch. 4 pp. 148-150
Research	Fill out the Organization Assessment and submit on Canvas the day before class ( <b>September 26</b> ). Prepare for Phase I vote.
Seminar	Professor panel on the mechanics of philanthropy, the tax code, and (dis)incentives for government action
Lab	Board makes <b>phase I decision</b> , assigns program officers for each organization advancing
<b>PHASE II: DEVELOPING A THEORY OF SOCIAL CHANGE</b>	
<b>Oct. 4</b>	<b>How do we model possibilities for social change?</b>
Read	Thriving Cities, " <u>Crosstown Case Study</u> " Clancy, "Financial outcomes in a Child Development Account experiment"
Research	Research programs and organizations with similarities to phase II organizations; identify empirical evidence of effectiveness of these programs and organizations; review list of questions for panel
Seminar	Professor panel on logic models for program development
Lab	Phase II presentation chairs will finalize schedule for organization panel, work on logic models
<b>Oct. 11</b>	<b>What are nonprofits' capacities for and evidence of effectiveness?</b>
Read	Kovatch, " <u>How to evaluate a nonprofit before you donate?</u> " Arnheim, "How to read a 990"
Research	Work with program officers on logic models, prepare for phase II panel
Lab	<b>Phase II panel</b> presentations by selected orgs (all class)



<b>Oct. 18</b>	<b>How do interventions effect social change for the common good?</b>
Read	Desmond, <i>Poverty by America</i> , ch. 7, optional chs. 8-9
Research	Review logic models and notes from presentations, evidence from wacoroundtable, and submit <b>midpoint reflection</b>
Seminar	Practitioner panel on urban development in Waco: Josh Caballero, Deidra Emerson
Lab	Board discussion on nonprofits' presentations and <b>phase II decision</b> on who to advance to phase III, site visit committee arranges program officer groups and drafts communication for site visit requests
<b>PHASE III: DUE DILIGENCE &amp; DECISIONS</b>	
<b>Oct. 25</b>	<b>What are the foreseeable consequences of nonprofit work and philanthropic intervention?</b>
Read	Pendergraft, "Toms shoes: effective altruism?" Villanueva, <i>Decolonizing Wealth</i> , Part 3, "Invest"
Research	Look at 990s for the organizations you are advancing; bring considerations and possible questions for site visits
Seminar	Professor panel on ethical considerations in nonprofit work
Lab	Program officers meet to finalize your site visit agenda and questions
<b>Nov. 1 &amp; 8</b>	<b>Site Visits</b>
<b>Nov. 15</b>	<b>What did we learn about local organizations and challenges?</b>
Read	Briefing books of all groups in detail
Research	Complete your contribution to the Briefing Book by Nov. 13 for the organization for which you are an assigned program officer; generate any and all questions you need answered about other organizations
Seminar	Presentations of your briefing book material
Lab	Board discussions

<b>Nov. 29</b>	<b>Final Deliberations</b>
Read	Briefing book discussion boards
Research	Check the data from briefing books and what organizations presented against wacoroundtable, census data; research evaluations of similar programs in other cities; prepare to make a case for funding decisions
Lab	Final executive session of the board begins during class and will resume at 7 pm in Cashion; following, phase IV committee will draft notification emails and begin planning awards ceremony
<b>PHASE IV: EVALUATION</b>	
<b>Dec. 6</b>	<b>Evaluations</b>
Research	Complete and submit your final essay draft on <b>December 4</b> to receive feedback
Lab	Create evaluation tool to give to funded nonprofits, finalize plans for grants awards ceremony, fill out final evaluation for philanthropy lab
<b>Dec. 9</b>	<b>Final essay due</b>
<b>TBD</b>	<b>Hold grants awards ceremony</b>

# WHAT RESOURCES DO WE HAVE?

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## COFFEE HOURS

Coffee hours are times we set aside to get to meet one-on-one or in small groups. We hope you'll take time to visit with us — over coffee or tea. We can talk about what brought you to Baylor, your major; what you are thinking about, getting out of class and readings; ideas you have to improve the course, and what's working well for you. Sometimes college students think "office hours" are only for students struggling or with other issues. By calling office hours "coffee hours," we hope to dispel this myth!

This is a fun learning-enhancing opportunity. Email us to set up coffee meetings.

## FOSTER SUCCESS CENTER

Everyone in our class has the ability to meet the goals and objectives outlined. The Foster Success Center is here for you to help you exercise that ability. Those who use it regularly are among the most successful students at Baylor, so I highly encourage you to let them partner with you in your academic journey.

## UNIVERSITY WRITING CENTER & LIBRARIANS

We can all get better as writers, even if we are very good. The [University Writing Center](#) can help you at any stage from brainstorming to editing. And our librarians can help you learn how to research using methods that will take your writing to the next level (this includes you, grad students!). The library has even compiled a [Philosophy resource guide](#) for us!

## FIRST IN LINE

My father did not complete a 4-year degree, and neither of my parents did graduate education. Everyone in my husband's family older than him had a graduate degree. Our experiences of college and graduate school were vastly different because of differences in knowledge of what we call "the hidden curriculum" in institutions of higher education. That knowledge can confer advantages on those students who have it, and sometimes where we come from makes it harder to obtain such knowledge.

If your parents did not complete a 4-year college degree, I encourage you to take advantage of the [First in Line program](#)! It's here to support you as a pioneer the college experience, and to minimize differential generational advantages ([firstinline@baylor.edu](mailto:firstinline@baylor.edu)).

## OALA

If you need academic accommodations related to having different ability/disability, please let me know as soon as the semester starts and get signed up with the Office of Access and Learning Accommodation. They'll help walk you through documentation and information.

## **PSYCHOLOGICAL RESOURCES**

If you need emotional or psychological support, the Baylor Counseling Center is here for you at 254-710-2467. In crisis or emergency, you can reach out to our wonderful Chaplain (who was my chaplain when I was a student!) At 254-710-3517.

## **TITLE IX AND EQUITY**

Baylor University does not tolerate unlawful harassment or discrimination on the basis of sex, gender, race, color, disability, national origin, ancestry, age over 40, citizenship, genetic information or the refusal to submit to genetic test, past, current, or prospective service in the uniformed services, or any other protected characteristic under federal, Texas, or local law.

If you or someone you know would like help related to an experience involving sexual or gender based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, or retaliation for reporting one of these types of prohibited conduct, please visit [www.baylor.edu/titleix](http://www.baylor.edu/titleix) or call 254-710-8454 or email [titleX\\_Coordinator@baylor.edu](mailto:titleX_Coordinator@baylor.edu) .

If you or someone you know would like help related to an experience involving harassment excluding those listed above, or adverse action, based on protected characteristics, please visit [www.baylor.edu/equity](http://www.baylor.edu/equity) or call 254-710-7100 or email [equity@baylor.edu](mailto:equity@baylor.edu) .

The Office of Equity and Title IX understand 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, housing, advocacy, and other forms of assistance that may be available. Staff members at the office can also explain your rights and procedural options. You will not be required to share your experience.

If you or someone you know feels unsafe or may be in imminent danger, please call the Baylor Police (254-710-2222) or Waco Police (911) immediately.

Except for Confidential Resources, all University Employees are designated Responsible Employees and thereby mandatory reporters of potential sexual and interpersonal misconduct violations. Confidential resources who do not have to report include those working in the Counseling Center, Health Center, and the University Chaplain.

# LAND ACKNOWLEDGEMENT

We respectfully acknowledge that Baylor University in Waco and its original campus in Independence are on the land and territories originally occupied by Indigenous peoples including the Waco and Tawakoni of the Wichita and Affiliated Tribes, the Tonkawa, the Nəmənət (Comanche), Karankawa, and Lipan Apache. These Indigenous peoples were dispossessed of and removed from their lands over centuries by European colonization and American expansionism. In recognition that these Native Nations are the original stewards of Baylor's campus locations, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.\*

But we need to do more, starting with acknowledging unmarked graves of Indigenous persons on our very campus, extending to giving money, time, land to indigenous peoples our institution has harmed and their progeny. We can continue to learn more about the peoples whose land we are on, and seek to make connections with these tribes, listen, and work together with their leaders. To see more about moving beyond a land acknowledgement, see [Nativegov.org's "https://nativegov.org/news/beyond-land-acknowledgment-guide/"](https://nativegov.org/news/beyond-land-acknowledgment-guide/)

**\*Research done by Baylor Theater Department, 2020**