

Strategic Philanthropy Spring 2016

(Mon Jan 25, 2016 08:00 AM - Sun Apr 24, 2016 08:00 AM)

NEW YORK UNIVERSITY

ROBERT F. WAGNER SCHOOL OF PUBLIC SERVICE

Strategic Philanthropy

PADM-GP.2413/ EXEC-GP.2413

Spring 2016

Saturdays: 9:00 am – 12:30 pm

Bldg: BOBS Room: LL150

FACULTY INFORMATION

Molly Schultz Hafid

Email: mshafid@nyu.edu (preferred form of contact)

Phone Number: Available on request via email

Office Hours: By appointment only

REQUIRED READING

1. Brest, Paul, and Hal Harvey. *Money Well Spent: A Strategic Plan for Smart Philanthropy*. First Edition ed. New York: Bloomberg Press, 2008.
2. Fleishman, Joel L. *The Foundation : A Great American Secret : How Private Wealth is Changing the World*. New York: PublicAffairs, 2007.
3. Powell, Walter W. *The Nonprofit Sector a Research Handbook*. New Haven [Conn.]: Yale University Press, 2006.
4. Harvard Business Review Case Study and Selected Article Course Pack (available for purchase)

COURSE DESCRIPTION

This course will explore the fault lines within the field of philanthropy and prepare students to effectively leverage resources for their organizations. The course will examine different approaches to grantmaking including: social entrepreneurship, effective altruism, venture philanthropy, social justice grantmaking, and strategic philanthropy. Students will learn the differences across these conceptual frameworks and understand how they influence the ways in which foundations establish goals, develop strategies, evaluate grantees, and determine grant awards. By exploring both the conceptual and pragmatic dimensions of across grantmaking frameworks, students will understand the tensions and debates within the philanthropic sector and be well prepared to identify those foundations most likely to support their work.

Coursework will include case studies, individual foundation research, and opportunities for students to become familiar with the research by and about the philanthropic sector. Classes will combine lectures and class debates to understand and analyze different approaches to grantmaking, identify how they shape foundation priorities, and learn how to effectively position their work within the philanthropic sector.

LEARNING OUTCOMES

By the end of this course, every student should understand:

1. History of foundations in the United States and the tensions between private wealth, government oversight, charitable giving and the broader goals of the nonprofit sector.
2. Conceptual models and organizational forms of a wide-range of philanthropic approaches including community-based, corporate, family, venture, social justice, direct cash-transfer, and social entrepreneurship
3. Philanthropic strategies and what they reveal about a funder's mission, values, and goals; and, how they relate to foundation functions like the type and length of support, expectations for grantee outcomes, and approach to grantee evaluation.
4. Strategies for nonprofit executives to identify appropriate philanthropic resources and make a strong case for support.

COURSE REQUIREMENTS AND GRADING

- **In-Class Participation** (15% of grade): Raising questions showing insight into the implications of ideas presented and participation in class activities. Participation in the class debates.

- **Philanthropic Trends** (10% of grade): Selecting timely material to demonstrate the connection between theory and practice in the sector. Contributions are engaging and provide insight to the course material.
- **Written Assignments** (35% of grade): Each session will include written assignments to be submitted by the student PRIOR to the start of class. Each submission should demonstrate an understanding of how class concepts and readings apply to the case studies, debate or discussion topic. Late assignments will not be accepted.
- **Term Paper** (40% of grade): Professional oral presentation; ability to execute meaningful research and analysis; and, effort to identify and establish learning relationships with subjects.

ASSIGNMENTS

All assignments must be submitted via the course website prior to the start of class (unless otherwise indicated). You are responsible for confirming an assignment was properly uploaded and received by the instructor. Problems submitting assignments via the course website will not be accepted as an excuse for a late submission. If you are not sure you have successfully uploaded an assignment, you are encouraged to email it to mshafid@nyu.edu.

Late papers will be marked down one grade level for each overdue day.

Philanthropic Trends

Students will be asked to prepare an annotated bibliography of 10 articles. At least three of the annotations must refer to research reports or academic articles. The remainder may be from the popular press. The subjects will be assigned to provide complementary content for the course sessions in which they are presented and will be evaluated on their relevance to the subject matter for the week. Each student will present on his or her selected subject matter during the assigned session.

Class Debates and Discussions

The course includes structured class discussions and debates. In order to enhance the class discussion and debates, students will be expected to prepare key talking points in advance of the class session. For the sessions with the full class discussion, students will be required prepare an INDIVIDUAL TALKING POINTS MEMO to summarize major arguments of the materials for the week. All students will review ALL of the reading for the session and prepare 3-5 specific reactions, recommendations, or critiques based on several highlighted articles indicated in the syllabus for the specific session. The resulting memo should be a 1-2 page single spaced overview of your talking points and links to any additional articles or commentary. The summary will be turned in it in at the end of the session.

Each student will serve on a group debate team once during the term. Teams will be assigned during the first session to give students ample time to prepare. Students will work as a team and prepare a GROUP TALKING POINTS MEMO with 5-7 of the strongest arguments to support their side in a debate with another team of classmates. Students will be evaluated as a team on their overall preparation for the debate, the strength of the arguments in the team's group talking points memo, and the quality of their arguments.

The class discussions and debates are graded as a part of the class participation for the term.

The Individual and Group Talking Points Memos are graded as a part of the Written Assignments (see below).

Written Assignments

The course has been designed around a series of philanthropy case studies and students will be asked to respond to the questions for one of the cases. Several sessions will feature two cases. Students are expected to read BOTH cases but will be randomly assigned to answer the questions for only one of the cases for the week. All case responses should be 2-3 page single-spaced. Students will also be required to complete Individual and Group Talking Points Memos, a Foundation Profile Worksheet and a Letter of Inquiry to a foundation. Additional information is available on the course website.

ALL written assignments are due at the start of class.

Term Paper

There is no final exam for this course but all students must complete a 12-15 page, single-spaced, 12 pt. font, properly researched and formatted final term paper. You may choose from either a strategy memo or research paper. Please read the description of each assignment available on the course website and included at the end of the syllabus. Please select the one that will help you create the most meaning out of the course material. The final project should synthesis your learning for the semester and students are encouraged to make connections with their other academic or professional interests. All students will need to submit a term paper proposal no later than the fourth class session and are encouraged to speak with me as early in the term as possible about which paper you would like to prepare.

All papers must be submitted via the course website prior to the start of the final class and students must turn in a hard copy in class. LATE FINAL TERM PAPERS WILL NOT BE ACCEPTED.

COURSE OUTLINE

SEE ATTACHED SYLLABUS FOR FULL READING LIST FOR EACH SESSION

SESSION 1: HISTORY AND OVERVIEW

- History of American Foundations
- Nonprofit Sector Overview
- Foundation Overview
- Philanthropic Affinity Groups
- Foundation Research Resources

SESSION 2: FOUNDATIONS AND THE GOVERNMENT

- Relationship to Government
- Legal Framework
- Governance and Management

SESSION 3: DONORS AND CONTROL

- Community Foundations
- Donor-Advised Fund
- Donor Intent

SESSION 4: FOUNDATION STRATEGY AND EVALUATION

- Strategy Development
- Evaluation and Measurement
- Theory of Change
- Logic Models

SESSION 5: THE GIVING HORIZON

- Family Philanthropy
- Corporate Philanthropy
- Corporate Social Responsibility
- For-Profit

SESSION 6: WHO LEADS? PHILANTHROPY AND SOCIAL CHANGE

- Social Justice Philanthropy
- Venture Philanthropy
- Social Entrepreneurship
- Effective Altruism

SESSION 7: OVERLOOKED COMMUNITIES AND PHILANTHROPY'S CRITICS

- Faith-Based
- Identity-Based

- Commentary

ADDITIONAL COURSE NOTES

Grades: Grades in the A- to B+ range reflect proficient graduate-level performance. An “A” is reserved for exceptional work.

Class Attendance: To pass this course, students may miss no more than one class session.

Class Participation: Class participation is an essential part of class and includes: keeping up with reading, contributing meaningfully to class discussions, active participation in group work, and coming to class regularly and on time. Class participation is graded after each session.

Course website: Use of the course website is central to this course. Assignments must be submitted via the site. The assignments and additional resources will be posted to course website throughout the term. It is an important resource for this class and students should check it for announcements before coming to class each session.


Academic Honesty and Integrity: Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university. Students are responsible for understanding Wagner’s policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others. Resources regarding the school policy on academic honesty and integrity and can be found on the Wagner website: <http://wagner.nyu.edu/students/policies/academic-code>

Plagiarism: Students handing in material that clearly reflects copying directly from the Internet or other students’ work will receive an automatic F for the course and are subject to disciplinary actions that include possible expulsion from the University. Resources regarding the school policy on plagiarism and how to avoid it can be found on the Wagner website: <http://wagner.nyu.edu/students/policies/academic-code>

Responsibility: Students are responsible for all assignments, even if they are absent. Late papers, failure to complete the readings assigned for class discussion, and lack of preparedness for in-class discussions and presentations will jeopardize your successful completion of this course.

Delays: In rare instances, I may be delayed arriving to class. If I have not arrived by the time class is scheduled to start, you must wait a minimum of thirty minutes for my arrival. In the event that I will miss class entirely, a sign will be posted at the classroom and an announcement about the missed lecture and course materials will be posted on the course website.

Students with Disabilities: In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with me privately. All conversations will be kept confidential. Students requesting any accommodations will also need to contact the Henry and Lucy Moses Center for Students with Disabilities (CDS). CDS will determine what accommodations are required and at that point, I will review the letter with you and discuss these accommodations in relation to this course. For more information please visit the Center for Students with Disabilities (CDS): <http://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html>

 Strategic Philanthropy Spring 2016 Syllabus Molly Schultz Hafid.pdf