

**NEW YORK UNIVERSITY  
ROBERT F. WAGNER SCHOOL OF PUBLIC SERVICE**

Strategic Philanthropy  
PADM-GP.2413/ EXEC-GP.2413  
Spring 2019  
Saturdays: 9:00 am – 12:30 pm  
Location: 194 Mercer, Room 308

**FACULTY INFORMATION**

**Molly Schultz Hafid**

**Email:** [mshafid@nyu.edu](mailto: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:  
<https://hbsp.harvard.edu/import/601117>

**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.
- **Written Assignments** (50% of grade) :
  - **Class Memos** (30% 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.
  - **Group Debate Performance and Talking Points Memo** (10% of grade): Students will be evaluated as a team on their overall preparation for the debate, the strength of the written arguments in the team's group talking points memo, and the quality of their oral arguments in class. Late assignments will not be accepted.
  - **Individual Annotated Bibliography** (10%) Prepare an annotated bibliography of at least 10 articles on your debate subject. Annotations must be relevant to the debate subject. Late assignments will not be accepted.
- **Term Paper** (35% of grade): Professional oral presentation; ability to execute meaningful research and analysis; and, effort to identify and establish learning relationships with subjects. Late assignments will not be accepted.

## **ASSIGNMENTS**

All assignments are posted in greater detail on the course website. It is your responsibility to download and review the assignments.

**All completed 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](mailto:mshafid@nyu.edu).

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

## COURSE OUTLINE

### **SESSION 1 (2/2): HISTORY AND OVERVIEW**

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

### **REQUIRED READING:**

- Fleishman, Joel L. *The Foundation : A Great American Secret : How Private & Wealth is Changing the World*. New York: PublicAffairs, 2007.  
REQUIRED EXCERPT: Introduction and Chapter 1-4
- Prewitt, Kenneth. "Foundations." *The Nonprofit Sector: A Research Handbook*. & Eds. Walter W. Powell and Richard Steinberg. Second ed. New Haven: Yale University Press, 2006. 355.
- Karl, Barry D., and Stanley Katz. "The American Private Philanthropic Foundation and the Public Sphere 1890-1930." *Minerva* 19.2 (1981): 236-70  
<http://ezproxy.library.nyu.edu:2100/stable/41820456>
- Frumkin, Peter. *Strategic Giving the Art and Science of Philanthropy*. Ed. UPSO. Chicago: University of Chicago Press, 2006.  
REQUIRED EXCERPT: Introduction
- Sidorsky, David. "Moral Pluralism and Philanthropy." *Social Philosophy & Policy* 4.2 (1987): 93.
- Boris, Elizabeth, et al. *The Nonprofit Quarterly Study on Nonprofit and & Philanthropic Infrastructure*. Boston, MA: The Nonprofit Quarterly, 2009.
- Renz, David. "The U.S. Nonprofit Infrastructure Mapped." Web. 1/3/2016
- Reich, Rob, editor, Lucy Bernholz editor, and Chiara Cordelli editor. "Introduction: Philanthropy in Democratic Societies." *Philanthropy in Democratic Societies : History, Institutions, Values*. Chicago ; London: University of Chicago Press, 2016. Print.
- Reich, Rob. "On the Role of Foundations in Democracies." *Philanthropy in Democratic Societies : History, Institutions, Values*. Chicago ; London: University of Chicago Press, 2016. Print.

### **SESSION 2 (2/16): FOUNDATIONS AND THE GOVERNMENT**

- Relationship to Government
- Legal Framework
- Governance and Management

### **CLASS DISCUSSION:**

*Reading between the lines: what do recent high profile changes in the philanthropic sector indicate about emerging (and competing) theories of change. Feel free to conduct additional*

research on the reactions to the donor's gifts or foundation commentary on the new direction for the Ford Foundation. Review the articles below to prepare an INDIVIDUAL TALKING POINTS MEMO with 3-5 specific reactions, recommendations, or critiques to bring to the class discussion. The memo should be 1-2 page single spaced overview of your talking points and links to any additional articles or commentary. The INDIVIDUAL TALKING POINTS MEMO will be turned in at the end of the session.

- A-L: Mega-Donors (Gates/Buffer/Zuckerberg/Chang)
- M-Z: Darren Walker, Ford Foundation

#### REQUIRED READING:

- Fleishman, Joel L. *The Foundation : A Great American Secret : How Private & Wealth is Changing the World*. New York: PublicAffairs, 2007.  
REQUIRED EXCERPT: Chapter 15
- Frumkin, Peter. *Strategic Giving the Art and Science of Philanthropy*. Ed. UPSO. Chicago: University of Chicago Press, 2006.  
REQUIRED EXCERPT: Chapter 8
- Wolpert, Julian. "Redistributional Effects of America's Private Foundations." *The & Legitimacy of Philanthropic Foundations: United States and European & Perspectives*. Eds. Kenneth Prewitt, et al. New York: Russell Sage Foundation, 2006. 123.
- Karl, Barry D., and Alice W. Karl. "Foundations and the Government: A Tale of Conflict and Consensus." *Philanthropy and the Nonprofit Sector in a Changing & America*. Eds. Charles T. Clotfelter and Thomas Ehrlich. Bloomington, Ind.: Indiana University Press, c1999. 52.
- Brody, Evelyn. "The Legal Framework for Nonprofit Organizations." *The Nonprofit Sector: A Research Handbook*. Eds. Walter W. Powell and Richard Steinberg. Second ed. New Haven: Yale University Press, 2006. 243.
- Simon, John, Harvey Dale, and Laura Chisolm. "The Federal Tax Treatment of Charitable Organizations." *The Nonprofit Sector: A Research Handbook*. Eds. Walter W. Powell and Richard Steinberg. Second ed. New Haven: Yale University Press, 2006. 267.
- Scheiber, Noam, and Patricia Cohen. "By Molding Tax System, Wealthiest Save Billions." *The New York Times*, sec. A; Business/Financial Desk; BUYING POWER: 1. December 30 2015.
- Chotiner, Isaac. *The Cruelty of Our Age of Generosity: How rich elites work to & 'make the world a better place' while protecting their own riches*. Slate. 2018.  
<https://slate.com/news-and-politics/2018/08/anand-giridharadas-on-his-book-winners-take-all-and-the-farce-of-elites-claiming-to-make-the-world-a-better-place.html>
- Council on Foundations. "Foundation Basics." *Council on Foundations*. Web.  
<http://www.cof.org/content/foundation-basics>
- Mark Zuckerberg/Pricilla Chan Announcement
  - By Vindu "Facebook Chief Vows to Donate 99% of His Shares for Charity." *The New York Times*. (December 2, 2015 Wednesday ): 1178 words. LexisNexis

Academic. Web. Date Accessed: 2016/01/12.

<http://www.nytimes.com/2015/12/02/technology/mark-zuckerberg-facebook-charity.html>

- Spector, Jessie. *Dear Mark Zuckerberg: Let's have a Heart-to-Heart*. Huffington Post, 2015.  
[http://www.huffingtonpost.com/jessie-spector/dear-mark-zuckerberg-heart-to-heart\\_b\\_8711876.html](http://www.huffingtonpost.com/jessie-spector/dear-mark-zuckerberg-heart-to-heart_b_8711876.html)
- Schneider, Nathan. *Bill Gates, Mark Zuckerberg and the Case Against Philanthropy As We Know It*. American Magazine, 2017.  
<https://www.americamagazine.org/politics-society/2017/06/12/bill-gates-mark-zuckerberg-and-case-against-philanthropy-we-know-it>
- Darren Walker, Ford Foundation Appointment
  - MacFarquhar, Larissa. "What Money Can Buy." *New Yorker* 91.42 (2016): 38-51.  
<https://www.newyorker.com/magazine/2005/10/24/what-money-can-buy>
  - Walker, Darren. "Why Giving Back Isn't enough." *The New York Times*, sec. Opinion Pages: December 17, 2015.  
<https://www.nytimes.com/2015/12/18/opinion/why-giving-back-isnt-enough.html>
  - Edwards, Michael. "Why Foundation CEOs Shouldn't Serve on Corporate Board." *The Chronicle of Philanthropy*, sec. Opinion: November 2, 2016.  
<https://www.philanthropy.com/article/Opinion-Foundation-CEOs/238284>

#### **ASSIGNMENT DUE:**

1. Introduction (via course website)
2. INDIVIDUAL TALKING POINTS MEMO
  - a. A-L: Mega-Donors (Gates/Buf fet/Zuckerberg/Chang)
  - b. M-Z: Darren Wal ker, Ford Foundation

#### **SESSION 3 (3/2): DONORS AND CONTROL**

- Community Foundations
- Donor-Advised Fund
- Donor Intent

#### **CLASS DISCUSSION:**

*Review the case studies for this session and complete the required questions. Feel free to conduct additional research. Students are expected to read BOTH and have been randomly assigned to answer the questions for only one of the cases for the week.*

#### **REQUIRED READING:**

- Sacks, Eleanor W. *The Growing Importance of Community Foundations*. Indianapolis, IN: Lilly Family School of Philanthropy, 2014.
- Carson, Emmett D. 21st Century Community Foundations: A Questions of Geography and Identity. Ed. Jen Bokoff. New York, NY: The Foundation Center, 2015.  
<http://www.grantcraft.org/guides/21st-century-community-foundations>

- Cantor, Alan. "Growth or Mission? The Silicon Valley Community Foundation Made the Wrong Choice." *The Chronicle of Philanthropy*, sec. Opinion: May 10, 2018. <https://www.philanthropy.com/article/Opinion-Growth-or-Mission-/243383>
- Ostrander, S. A. "The Growth of Donor Control: Revisiting the Social Relations of Philanthropy." *Nonprofit and Voluntary Sector Quarterly* 36.2 (2007): 356-72.
- Meadows Jr., Curtis W. "Philanthropic Choice and Donor Intent: Freedom, Responsibility, and Public Interest." *New Directions for Philanthropic Fundraising & 2004.45* (2004): 95-102.
- Madoff, Ray. "When is Philanthropy?: How the Tax Code's Answer to This Question Has Given Rise to the Growth of Donor-Advised Funds and Why it's a Problem." *Philanthropy in Democratic Societies : History, Institutions, Values*. Chicago ; London: University of Chicago Press, 2016. Print.
- Rosqueta, Katherina, Kathleen Noonan, and Miriam Shark. "I'm Not a Rockefeller: Implication for Major Foundations Seeking to Engage Ultra-High-Net-Worth Individuals." *The Foundation Review* 3.4 (2011): 95.

#### **CASE STUDIES:**

- CASE 1 (HBR Course Pack): Austin, James E., Jane Wei-Skillern, and Alison Berkley Wagonfeld. *Peninsula Community Foundation*. Boston, MA: Harvard Business School Publishing, 2003. Web.
- CASE 2 (Course Site): Hoereth, Joseph K. "Community Foundations and Donor Intent: Learning from the Dispute between the Chicago Community Trust and the Searle Family." *Lessons in Philanthropy: A Case Studies Approach*. Ed. Louis T. Delgado. Chicago, IL: Center for Urban Research and Learning, 2007. 50.

#### **ASSIGNMENTS DUE:**

1. Case Questions
  - A-L: Questions in Case 1
  - M-Z: Question in Case 2

#### **SESSION 4 (3/16): FOUNDATION STRATEGY AND EVALUATION**

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

#### **CLASS DEBATE**

*More Evaluation or Less? All students should come prepared to discuss the materials. The pre-assigned debate teams will review the readings and prepare 5-7 specific arguments in support of, or challenging, grantee evaluation. Feel free to conduct additional research.*

#### **REQUIRED READING:**

- Fleishman, Joel L. *The Foundation : A Great American Secret : How Private & Wealth is Changing the World*. New York: PublicAffairs, 2007.  
REQUIRED EXCERPT: Chapters 5 – 7 and 10 – 13, p. 58-97 and 149-234
- Brest, Paul, and Hal Harvey. *Money Well Spent: A Strategic Plan for Smart Philanthropy*. New York: Bloomberg Press, 2008.  
REQUIRED EXCERPT: Chapter 1-5, 1- 86
- Harvey, Hal. "Why I Regret Pushing Strategic Philanthropy." *The Chronicle of & Philanthropy*. Opinion. April 4, 2016.
- Transactions, Transformations, Translations: Metrics that Matter for Building, Scaling, and Funding Social Movements. 2011-10-25, 2011.
- *Logic Model Development Guide*. Battle Creek, MI: W.K. Kellogg Foundation, 2004.  
REQUIRED EXCERPT: Chapter 1
- The Annie E. Casey Foundation. *Theory of Change: A Practical Tool for Action, & Results and Learning*. Baltimore, MD: The Annie E. Casey Foundation, 2004.  
REQUIRED EXCERPT: pp. 1-12
- Katz, Stanley N. *What does it Mean to Say that Philanthropy is 'Effective'? the & Philanthropists' New Clothes*. American Philosophical Society, 2005.
- McGarvey, Craig. Making Measure Work for You: Outcomes and Evaluations. Ed. Jan Jaffe. New York, NY: The Foundation Center, 2006.
- Snibbe, Alana Conner. "DROWNING in DATA." *Stanford Social Innovation Review* 4.3 (2006): 38-45.
- Times Editorial Board. "Gates Foundation failures show philanthropist shouldn't be setting America's public school agenda." Editorial. June 1, 2016.  
<https://www.latimes.com/opinion/editorials/la-ed-gates-education-20160601-snap-story.html>
- Callahan, David. "Data for What? Mike Bloomberg and the Limits of Technocratic Philanthropy." *Inside Philanthropy*. May 24, 2018.  
<https://www.insidephilanthropy.com/home/2018/5/24/data-for-what-mike-bloomberg-and-the-limits-of-technocratic-philanthropy>

## CASE STUDY

- CASE 1 (Course Site): Delgado, Louis T. "Northwest Areas Foundation: Comprehensive Planning with the Indian Land Tenure Community." *Lessons in Philanthropy: A Case Studies Approach*. Ed. Louis T. Delgado. Chicago, IL: Center for Urban Research and Learning, 2007. 128.
- CASE 2: (HBR Course Pack): Ebrahim, Alnoor, and Catherine Ross. *The Robin Hood Foundation*. Boston, MA: Harvard Business School Publishing, 2010.

## ASSIGNMENTS DUE:

1. Case Questions
  - A-L: Questions in Case 1
  - M-Z: Question in Case 2
2. Final Project Overview: <https://goo.gl/forms/eUZXMg1zcuqjeL5A2>



### 3. DEBATE TEAMS ONLY: Annotated Bibliography and Debate Talking Points Memo

#### **SESSION 5 (4/6): THE GIVING HORIZON**

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

#### **CLASS DEBATE**

*Perpetuity or Not? All students should come prepared to discuss the materials. The pre-assigned debate teams will review the readings and prepare 5-7 specific arguments in support of, or against, foundations existing in perpetuity. Feel free to conduct additional research.*

#### **REQUIRED READING:**

- Fleishman, Joel L. *The Foundation : A Great American Secret : How Private & Wealth is Changing the World*. New York: PublicAffairs, 2007.  
REQUIRED EXCERPT: Chapter 1
- Michael E. Porter; Mark R. Kramer; Simon Zadek. *Redefining Corporate Social Responsibility*. Cambridge: HBR Article Collection, 2007. (HBR Course Pack)
- Brest, Paul. "Reconciling Corporate Social Responsibility and Profitability: Guidelines for the Conscientious Manager." *Philanthropy in Democratic Societies : History, Institutions, Values*. Chicago ; London: University of Chicago Press, 2016. Print.
- Soskis, Benjamin J. *The Pre- and Early History of American Corporate Philanthropy*. Saint Paul, MN: Center for Ethical Business Cultures at the University of St. Thomas, 2010.
- Boris, Elizabeth, Carol J. De Vita, and Marcus Gaddy. *2015 Trends Study*. Washington, D.C.: National Center of Family Philanthropy, 2015.
- Renz, Loren, and David Wolcheck. *Perpetuity Or Limited Lifespan: How do Family & Foundations Decide?*. New York, NY: The Foundation Center, 2009.  
<http://foundationcenter.org/gainknowledge/research/pdf/perpetuity2009.pdf>
- By David Bank. "Giving While Living: Some Foundations have a New Idea: Spend it all Now --- Dollars Given Today may have More Impact on Problems; the 'Time Value' Analysis --- Julius Rosenwald's Legacy." *Wall Street Journal*: A.1. Sep 10, 2002
- Hoereth, Joseph K. "Julius Rosenwalk and the Rosenwald Fund: A Case Study in Non-Perpetual Philanthropy." *Lessons in Philanthropy: A Case Approach*. Ed. Louis T. Delgado. Chicago, IL: Center for Urban Research and Learning, 2007. 149.
- Reiser, Dana Brakeman. *The Rise of Philanthropy LLC's*. Stanford Social Innovation Review. 2018.  
<http://ssir.ebookhost.net/ssir/digital/55/ebook/1/download.pdf>

#### **ASSIGNMENTS DUE:**

1. DEBATE TEAMS ONLY: Annotated Bibliography and Debate Talking Points Memo

#### **SESSION 6 (5/4): WHO LEADS? PHILANTHROPY AND SOCIAL CHANGE**

- Social Justice Philanthropy



- Venture Philanthropy
- Social Entrepreneurship
- Effective Altruism

### **CLASS DEBATE**

Change or Charity? *The best way to address the root causes of complex social problems is to support long-term structural change (social justice) rather than simply seeking to give to those with the greatest immediate need (effective altruism).* The pre-assigned debate teams will review the readings and prepare 5-7 specific in support of Social Justice Philanthropy or Effective Altruism. Feel free to conduct additional research. All students should come prepared to discuss the materials.

### **REQUIRED READING:**

- Ruesga, Albert. "What is Social Justice Philanthropy?" *Alliance* 15.4 (2010): 28.  
<http://www.abcdinstitute.org/docs/PuntenneyRuesgaSocialJusticePhilanthropy.pdf>
- *Criteria for Philanthropy at its Best*. 2009-03-03, 2009. <http://www.ncrp.org/paib>  
REQUIRED EXCERPT: Executive Summary
- Singer, Peter. "What should a Billionaire Give -- and what should You? (Cover Story)." *New York Times Magazine* 156.53796 (2006): 58-87.
- Effective Altruism. An Introduction to Effective Altruism.  
<https://www.effectivealtruism.org/articles/introduction-to-effective-altruism/>
- Brest, Paul, and Hal Harvey. *Money Well Spent: A Strategic Plan for Smart Philanthropy*. New York: Bloomberg Press, 2008.  
REQUIRED EXCERPT: 149-166
- Villauneva, Edgar. *Decolonizing Wealth*. Oakland, CA: Berrett-Koehler Publishers, 2018. REQUIRED EXCERPT: Forward, Introduction and Conclusion.
- Ranghelli, Lisa. *Leveraging Limited Dollars: How Grantmakers Achieve Tangible Results by Funding Policy and Community Engagement*. Washington D.C: National Committee on Responsive Philanthropy, 2012.  
<https://www.ncrp.org/files/publications/LeveragingLimitedDollars.pdf>
- Letts, Christine W., William Ryan, and Allen Grossman. "Virtuous Capital: What Foundations can Learn from Venture Capitalists." *Harvard business review* 75.2 (1997): 36-44. (Harvard Course Pack)
- Edwards, Michael. *Just another Emperor? the Myths and Realities of & Philanthrocapitalism*. New York, NY: Demos, 2008.
- Bishop, Matthew, and Michael Green. "Philanthrocapitalism Rising." *Society* 52.6 (2015): 541-8.
- Light, Paul C. "Reshaping Social Entrepreneurship." *Stanford Social Innovation & Review* 4.3 (2006): 47-51.
- ---. "Social Entrepreneurship Revisited." *Stanford Social Innovation Review* 7.3 (2009): 21-2.

### **CASE STUDIES:**

- CASE 1 (E-Reserve via link below): Kortzen, Alicia Epstein. *Change Philanthropy : Candid Stories of Foundations Maximizing Results through Social Justice*. Ed. Kim Klein. Hoboken, NJ, USA: Jossey-Bass, 2009. REQUIRED: Chapters 1 (Discount Foundation) and Chapter 7 (Liberty Hill Foundation)  
<http://ezproxy.library.nyu.edu:2054/lib/nyulibrary/detail.action?docID=10342787>
- CASE 2 (Course Site): Meehan, William, and Davina Drabkin. *Give Well: Real Change for Your Dollar*. Stanford, CA: Stanford Graduate School of Business, 2013. Print.

#### **ASSIGNMENTS DUE:**

1. CASE QUESTIONS
  - A-L: Questions in Case 1
  - M-Z: Question in Case 2
2. Program Officer Job Posting
3. DEBATE TEAMS ONLY: Annotated Bibliography and Debate Talking Points Memo

#### **SESSION 7 (5/18): PHILANTHROPY'S CRITICS**

#### **REQUIRED READING:**

- National Committee for Responsive Philanthropy. *Power Moves: Your Essential & Philanthropy Assessment Guide for Equity and Justice*. Washington D.C. 2018.  
<https://www.ncrp.org/initiatives/philamplify/power-moves-philanthropy>
- Krehely, Jeff, Meaghan House, and Emily Kernan. Axis of Ideology: Conservative Foundations and Public Policy. Washington, D.C.: National Committee for Responsive Philanthropy, 2004. <https://www.ncrp.org/publication/axis-of-ideology> !
- Karl, Barry D., and Stanley N. Katz. *Foundations and Ruling Class Elites*. American Academy of Arts and Sciences, 1987.
- Fonte, John. Philanthropy and the American Regime: Is it Time for another Congressional Investigation of Tax-Exempt Foundations?. Washington D.C.: The Hudson Institute, 2004.
- Eisenberg, Pablo. "Grant Makers' Aversion to Advocacy Ignores Lessons of History." *Chronicle of Philanthropy* 14.21 (2002): 32.
- Roelofs, J. "The Third Sector as a Protective Layer for Capitalism." *Monthly & Review* 47.4 (1995): 16-25.
- Violence., Incite! Women of Color Against. *The Revolution Will Not be Funded : & Beyond the Non-Profit Industrial Complex*. Cambridge, Mass.: South End Press, 2007.  
REQUIRED EXCERPT: Introduction, [http://collectiveliberation.org/wp-content/uploads/2013/01/Smith\\_Intro\\_Revolution\\_Will\\_Not\\_Be\\_Funded.pdf](http://collectiveliberation.org/wp-content/uploads/2013/01/Smith_Intro_Revolution_Will_Not_Be_Funded.pdf)
- Shambra, William A. "Philanthropy's Misguided Focus on 'Root Causes,' "*Chronicle of Philanthropy*, sec. Opinion: June 28, 2007 2007.
- Rich, Andrew. "War of Ideas." *Stanford Social Innovation Review* 3.1 (2005): 18-25.

## **ASSIGNMENTS DUE:**

1. Final Project

## **TERM PAPER OPTIONS**

### **OPTION #1: RESEARCH TERM PAPER**

Each student will conduct an in-depth 12-15-page analysis of one of the approaches to grantmaking reviewed in the course. The paper will focus on the strategy of one foundation or other grantmaking institution of your choice. Students will apply the frameworks, dimensions of strategy, and conceptual debates discussed in class to the selected subject. The paper should offer an overview and original analysis of the challenges, opportunities, accomplishments and evaluation of the strategy employed by the institution. Students may not select one of the institutions or case studies highlighted in class. The term paper must cite at least five sources not included on the syllabus. Citations can include scholarly works, popular literature, reports produced by or about the foundation, blog posts, etc. In one of the final sessions, students will be asked to make a brief formal presentation of their findings to the class.

### **OPTION #2: NONPROFIT FOUNDATION STRATEGY MEMO (advance approval required)**

*This option should only be selected if you currently work for a nonprofit organization and have access to the people and materials required to understand the overall organization, fundraising needs, and current foundation support.*

The student will develop an in-depth 12-15-page strategy memo on how to position the nonprofit organization within the foundation sector. The memo will include:

- SWOT analysis (strengths, weaknesses, opportunities and threats) of the overall organization. You should also identify 3-5 organizations doing similar work that are receiving foundation support and articulate what is different/similar about the approach of your organization.
- Strategy for raising money for the overall organization. This could include identifying sources for general support as well as targeted fundraising for specific initiatives.
- Identify a minimum of 10 NEW foundations for the organization to cultivate for support and include background on those foundations. The foundation overview should outline:
  - Similar grants the foundation has made
  - Name of the program area and program officer responsible for the work
  - Name(s) of any affinity groups in which the foundation or their staff are involved – board, steering committee, conference planning committee, conference sponsor, session designer, moderator etc..
  - Foundation background must also correctly identify the funding approach and type of foundation
- The final element of the proposal is an outline of strategies the organization could use to raise the profile of your leadership and organization. The memo must:
  - Identify at least three affinity groups the organization could approach
  - Funders (current or prospective) who could advocate for your organization to be

- included on panel presentations
- People who the organization already knows who can introduce you to new foundations and/or program officers.
- Review the Philanthropy New York (or other relevant regional association) website and identify a program topic or design from the past two years that you could replicate to feature your organization.

In the final session, students will be asked to make a brief formal presentation of their strategy memo to the class.

### **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>