DEPAUL UNIVERSITY  SCHOOL FOR NEW LEARNING

PHILANTHROPY: LEARNING THROUGH GIVING
Summer, 2016 -- Course Syllabus

Location: Loop Campus

Day/Time: Tuesdays; June 14 - August 16
5:45 p.m. (promptly) - 9:00 p.m.
There will be a brief break at the midpoint of each evening’s class.

Faculty: Ellen J. Benjamin, Ph.D.
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Course #: Advanced Elective IN 307

Course Description:
“*It is not enough to do good; it must be done well.*” Saint Vincent DePaul

Philanthropy has focused on all major social issues, ranging from the arts, to race relations, scientific research, healthcare, education, the environment, human rights and much more. Some of this philanthropy aims to alleviate suffering while other donors seek fundamental societal change to eliminate the causes of sorrow and distress.

History shows us that philanthropic efforts can be carried out in many different ways, including both giving of one’s time for charitable purposes and donating money. Some such actions occur in an informal manner, such as babysitting a neighbor’s child for free or funding a niece’s college tuition without expectation of repayment. A great deal of philanthropy in the United States is, however, is channeled in a more formal fashion through nonprofit organizations (formally incorporated institutions carrying out charitable initiatives). This class focuses on the latter of these options, formalized philanthropy that involves nonprofit organizations.

An important premise for this class is the idea that philanthropy is not reserved for the ruling class, individual billionaires or global organizations with expensive bank accounts. Everyone has the capacity for charitable action.

In this class we will explore how and why people make philanthropic decisions and what the impact has been, and might be, for individuals and society. During the quarter students will gain knowledge about various forms of grantmaking and develop analytical skills for critiquing funding proposals and nonprofits that seek financial support. While exploring altruism as practiced by others, students will develop their own thinking regarding to whom, why and how they might wish to personally engage in philanthropy.

This course provides a unique and exciting opportunity for students to learn about philanthropy and will also give students the chance to actually invest donor funds in nonprofit organizations. The money utilized by students to make these grants is generously provided by an SNL alumni who is interested in promoting students’ interest and skills in this area (the donations will not come from students’ personal funds).

This course is designed for students across the curriculum. Together we will each examine and develop our own intellectual, emotional and behavioral capacity to meet the needs of others. Those who envision working or volunteering in nonprofit organizations may find that the class fits very well within their Focus Area curriculum. The goal however is for all students to deepen their thinking about how they might engage in strategic philanthropy as a part of their daily life, no matter what their profession or wealth.

This course is offered as a seminar with students encouraged to support one another’s learning. Together we will examine abstract theories, as well as concrete strategies. Everyone will be expected to participate in conversations about the material covered, raising questions and contributing critiques of the information presented in lectures, texts and by guests who visit our class to describe their work in soliciting and granting donations.
Faculty Biography:
Ellen J. Benjamin is an Associate Professor Emeritus in The School for New Learning at DePaul University where she has taught on SNL’s Chicago-area, Hong Kong and Bangkok campuses. She earned her Masters Degree in Social Work at The University of Michigan and her Doctorate in Social Service Administration at The University of Chicago. For more than 35 years she has been involved in advocacy work on social causes, having served as an employee, co-founder and trustee of nonprofit organizations such as The American Friends Service Committee, The Midwest Women’s Center, ACLU and Amnesty International USA. She currently serves on the boards of Planned Parenthood, Personal PAC and as Co-Chair of The Chicago Foundation for Women's Alumni Council. She directed two philanthropic institutions within Chicago (the Borg-Warner Corporate Foundation and The Mayer and Morris Kaplan Family Foundation) and focuses her teaching and publications on nonprofit management and philanthropy. Awards received in recognition of these activities include the National Society of Professional Fundraisers’ Professional Grantor’s Award and DePaul University’s Excellence in Public Service Award. During the 1998/99 academic year she taught courses on nonprofit management and women’s studies as a Visiting Scholar in Turkey, through the sponsorship of the U.S. State Department’s Fulbright Commission. In 2003 Dr. Benjamin spent a semester abroad, again with Fulbright sponsorship, joining the social work faculty at Babes-Bolyai University in Cluj, Romania. During 2008, as a Fulbright Senior Specialist, she taught classes on nonprofit governance, fundraising, social work ethics and research methodology in Ulaan Baatar within Mongolian State University of Education’s Social Work Department. In 2013 the National Association of Social Workers named Dr. Benjamin Social Worker of the Year.

Competencies:
“It is more difficult to give money away intelligently than it is to earn it in the first place,” famed philanthropist and steel baron Andrew Carnegie is said to have proclaimed more than a hundred years ago.

This course may be taken for two competences, in which case it will be a four credit course. You may select from the competences listed below:

E-1 And E-2 (Advanced Electives):
The two Advanced Elective competences are usually taken together in one class, although students who have already demonstrated one of the Advanced Electives may pair a single Advanced Elective competence with one of the other competences offered for this class. Please note that completion of Research Seminar is a pre-requisite for Advanced Elective registration.

E-1 Competence Statement: Can identify multiple philosophical approaches to philanthropy and evaluate their limitations and possibilities.

E-2 Competence Statement: Can articulate a personal perspective on philanthropy that draws upon an understanding of others’ approaches to volunteering and grantmaking.

F-X:
Students with a Focus Area in nonprofit management will find that this class may be an excellent component of their curriculum. The course may be taken for one F-X competence and paired with one of the other competences offered for the course. **Students wishing to register for an F-X competence must have permission from their Faculty Mentor and Professional Advisor.**

The Focus Area competence statement will be written collaboratively by student and instructor.

H-1-X:
Students registering for this competence should consider pairing it with either an F-X or the H-2-X competence.

Competence Statement: Understands and can analyze grantmakers’ impact on communities.

H-2-X:
Students registering for this competence should consider pairing it with either an F-X or the H-1-X competence.

Competence Statement: Understands and can analyze the impact of grantmaking organizations.
Learning Tools:

Assigned readings will be an important tool for learning about philanthropy this quarter. In addition to materials distributed in class, there are two further sources for the print material that students will be asked to read:

1. A compendium of readings has been set up within DePaul library’s e-reserves. To access these materials you should go to the DePaul University Library’s web page, select “Ares course reserves” under the “Find” button. (Alternatively, you may go directly to the following link: http://library.depaul.edu/find/Pages/Ares-Course-Reserves.aspx.) You will use your Campus Connect log in information to access the course materials. If you have any difficulties, there are tips on accessing e-reserves within the “Services” button. Please print all the e-reserve materials (possibly placing them in a binder to create a book of course readings) and bring them with you to class for our discussions of the authors’ ideas.

2. A reading packet prepared for this course should be purchased at DePaul’s Loop-based Barnes and Noble bookstore. Please bring this with you to class to facilitate discussion of the contents.

Students will be expected to be participants in constructing their own knowledge in this class. They will, therefore, be expected to read course materials carefully, thoroughly and with an analytical eye. Students should come to class prepared to entertain the instructor’s questions, to raise inquiries of their own, and, to discuss critically and respectfully the ideas raised by their colleagues.

Student collaboration is an important component of this course, as we will frequently carry out in-class active learning exercises. It is, therefore, essential that students approach involvement in this class with a willingness to listen, discover and contribute in a manner that assures that they are strong and positive team players. To enhance your own and others’ learning, please come to class ready to be a good partner in the learning experience.

Assignments:

This class will move quickly! Getting behind will be problematic. Therefore, students are urged to budget their time accordingly. Please plan ahead by developing a summer schedule that assures your ability to be an enthusiastic and successful student.

All students in the class will create a Personal Philanthropy Portfolio. The Portfolio consists of five modules that will be written as homework assignments during the quarter. The Portfolio will serve two purposes: first, to demonstrate students’ grasp of the concepts discussed through the course; and secondly, as a document that can be drawn upon in the future to develop new or revised philanthropic plans.

Those students registered for two competences in this course will write a paper that will be due the eighth class. (Please note that students who are only registered for one competence will not carry out this assignment.) This paper will describe and then compare/contrast the grantmaking activities and philosophies of those being studied, and discuss the competence being addressed.

- Those demonstrating an Advanced Elective will write a 5-page paper comparing three individuals who are philanthropists (at least one an historical figure and one a contemporary figure).
- Those demonstrating H-1-X will write a 3-page paper comparing two grantmakers (individual donors).
- Those demonstrating H-2-X will write a 3-page paper comparing two grantmaking institutions (e.g., foundations).
- Those demonstrating an FX competence will write a 3-page paper comparing either two grantmakers or grantmaking institutions, depending upon the focus for their studies.

Students will want to select subjects about which there is a substantial amount of rich information. For example, in order to write about grantmaking activities you will need information about how much money this individual or institution contributed to which nonprofits. In order to discuss grantmaking philosophies, if you are writing about an individual, you will want to access interviews or articles in which this person explains their ideas. The philosophies of grantmaking institutions, such as foundations, may be found in their published funding guidelines and/or annual reports. Research for this paper may be carried out in many ways, including through materials held by the DePaul University library and the Forefront library (208 South LaSalle, Suite 1540, Chicago; 312-578-0175).
Assessment:
Each student is expected to complete all work assigned during this class, demonstrating a commitment to standards of excellence, thoroughness and timeliness. As questions arise, feel free to phone or e-mail your instructor to seek help, advice, direction and/or clarification-- don’t hesitate to ask for assistance when you need it.

Pass/ Fail vs. Letter Grade: Students may request to take this class for a Pass/Fail grade but must make this request in writing during the first two weeks of the quarter; otherwise it will be assumed that students are seeking a letter grade for the course. The assessment style may not be changed after this period.

Incomplete Grade: This course adheres to the college and university policies regarding Incomplete Grades. Please note that failure to complete the course requirements within the quarter will not automatically result in the opportunity to receive an “I” grade. “Incompletes” must be requested in writing prior to the final class and will be granted only in instances when unusual personal circumstances have interfered with the completion of required assignments. A formal request will involve completion and signing of a form specifying the deadline and academic requirements for receiving a passing grade. Failure to meet this criteria within the agreed upon time frame will result in a grade change to “F.”

Absences: Each session in this class will cover vital information needed to meet course objectives, such as panel presentations by guest lectures and in-class exercises. In addition, the benefits from interacting with classmates are built into the design of the course. Therefore, attendance and participation are essential. Absences will result in missed educational experiences that cannot be recaptured simply by reading another student’s notes. Individuals who miss more than one session may be asked to drop the course. However, if a student does miss a class, s/he must take responsibility for contacting another student to get notes and will be expected to both complete assignments before coming to the next class and to be fully prepared to share their thoughts on these materials. Any and all absences will result in a diminishment of the credit earned toward a student’s grade for “class participation.”

Grade for the first competence for which students are registered will be based upon the following:

- Class participation, including evidence of having read assigned materials 20 % of grade
- Development of a Personal Philanthropy Portfolio 60 % of grade
- Paper on how what you have learned in this class addresses the competence being demonstrated and how this knowledge will be drawn upon in the future 20 % of grade

100% of grade

Grade for the second competence for which students are registered will be based upon the following:

For students demonstrating an Advanced Elective as a second competence

- Class participation, including evidence of having read assigned materials 20 % of grade
- 5-page paper comparing three individuals who are philanthropists (at least one an historical figure and one a contemporary figure), that also discusses the competence being demonstrated 80 % of grade

100% of grade

--or--

For students demonstrating either H-1-X, or, H-2-X, or, F-X as a second competence

- Class participation, including evidence of having read assigned materials 20 % of grade
- 3-page paper comparing two grantmakers or grantmaking institutions as appropriate, that also discusses the competence being demonstrated 80 % of grade

100% of grade
Course Registration, Attendance and Withdrawal:
According to the policies of DePaul University:
All students must be registered and listed on the class roster by the beginning of the second week of the term.
If this poses a problem for you, please contact the SNL Advising Center (email: snladvising@depaul.edu; phone: 312-362-5445), or, the Office of Financial Aid at DePaul Central (email: finaid1@depaul.edu; phone: 312-362-8610) as appropriate. Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point, 100% of tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is ordinarily no tuition refund after the end of the second week. In certain circumstances (e.g., illness, family members’ death, natural disasters) a late withdrawal may possibly result in refunded tuition. These circumstances must be documented and presented to the university through the SNL Exceptions Committee (email: snlexceptions@depaul.edu). In no case, however, will such a refund be allowed more than once during a student’s career at DePaul.

Academic Integrity:
This class will be conducted in accordance with the college and university’s guidelines on academic integrity (http://academicintegrity.depaul.edu). Please remember that plagiarism is unethical behavior and will result in appropriate penalties if disclosed, possibly including dismissal from the university. Plagiarism, for those who may be unclear, includes but is not limited to the following:
- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s work.
- Copying of any source, in whole or in part, with only minor changes in working or syntax even if acknowledged.
- Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another’s work or ideas without proper acknowledgement.

As a matter of courtesy to others and self-respect for your own work, be sure that you both credit ideas generated by others and engage in the challenging educational task of developing your own independent thinking on the subjects explored in this course.

Classroom Demeanor:
A professional and academic attitude is expected throughout this course. Measurable examples of non-academic and unprofessional attitude include but are not limited to: arriving late to class; leaving class early; talking while others are speaking; allowing your cellphone to ring during class; and, emailing or text messaging via phone and/or computer while class is in session.

Civil Discourse:
DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be socially responsible leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student.

DePaul University Dean of Students:
The Dean of Students Office (DOS) helps students navigate the college experience, particularly during difficult situations such as personal, financial, medical and/or family crises. For a list of support services and advocacy information, please visit DOS at: http://studentaffairs.depaul.edu/dos/.
Disability Accommodations:
Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. Reasonable accommodations will be provided on an individualized and flexible basis for students with disabilities. The Center for Students with Disabilities determines appropriate accommodations through consultation with students. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. These offices may be reached at 773-325-1677 (phone), or, 773-325-7296 (TTY).

Writing Assistance:
Prior to submitting papers in this class, consider reviewing SNL’s Writing Guide (which may be accessed through the School’s website) to gain advice on writing style and to assure that your citations are correctly organized. You may also want to contact the University’s Writing Center to discuss assignments for this course. You may schedule appointments on an as-needed or weekly basis, scheduling up to three hours’ worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free. Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. While the tutors won’t necessarily be familiar with every class or subject, they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer. Schedule your appointments with enough time to think about and use the feedback you’ll receive. Bring your assignment handout and other relevant materials to your appointments.

- To schedule appointments go to: http://www.depaul.mywconline.com.
- Or, call one of their offices: Loop (312-362-6726) or Lincoln Park (773-325-4272).
- For more information visit their website (http://www.depaul.edu/writing).