

PPD 353
Philanthropy and Social Change
Instructor: Dr. Cam Vu
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Course Description:

Thank you for being here. This course introduces students to the field of philanthropy and considers the role of philanthropy in advancing social change. Non-profits fulfill a critical role in civic life by providing important services to wide ranging and vulnerable communities. This course focuses on practical grant writing skills because grant support is a key mechanism for nonprofit sustainability. The course also provides students a platform to consider their own philosophy on philanthropy through examining their personal commitments to social change.

Office Hours:
 By Appt.
 Classroom: VKC 260
 6pm-9:20pm

This course focuses on learning through practice and students will engage in hands-on experience. The course will ask students to link social/local/community need with philanthropic mandates. Throughout the course, students will put into practice storytelling, relationship building, and data mining to build their case for grant support. These are principles that undergird nonprofit practices and management and will serve students interested in the field. In addition to the value that philanthropy adds to the communities served, this course will also help students appreciate the value of philanthropy to individual and organizational mission and well-being.

“To ease another’s heartache is to forget one’s own.” — Abraham Lincoln

Learning Objectives:

By the end of this course, students will have:

- Increased understanding of motivations and practices in philanthropy;
- Increased knowledge of the process of grant proposal writing;
- Increased ability to convey community need through outcome, output, and impact measures;
- Improved capacity to plan and write an original grant proposal;
- Increased experience in working collaboratively within a team;
- Increased experience in receiving and providing feedback on course projects.

Required Reading Texts
<ul style="list-style-type: none"> ▪ <i>Give Smart: Philanthropy That Gets Results</i>, Thomas Tierney and Joel Fleishman (2011) ▪ <i>The Promise of a Pencil</i>, Adam Braun (2014) ▪ <i>The Only Grant Writing Book You’ll Ever Need</i>, Ellen Karsh and Arlen Sue Fox (2014) ▪ Additional articles are assigned and will be posted on Blackboard throughout the semester.

Class Structure and Student Expectations:

This course meets once per week from 6pm to 9:20pm in VKC 260. Students are expected to have completed all reading assignments for the week and prepared to engage in informed meaningful discussion during class. Classes will be interactive and require students to work within teams and small groups to explore readings, course content, and writing assignments.

In the first few weeks of the course, we will read about and discuss concepts around philanthropy. Students will read about and hear from a wide range of perspectives in philanthropy. Students will also explore new learning and motivations in philanthropy and how it functions to advance a better social world.

In the culmination of the course, students will begin to describe the shape of their own opinions on philanthropy and a personal giving mission statement. As part of a final project, and working independently as well as within a group, students will produce a case statement, an evaluation plan, and a short grant proposal that is responsive to community need and foundation grant making. Student interests as they emerge in classroom discussions may lead to syllabus adjustments to best support dynamic learning as the professor determines.

Support Systems for Student Success

Writing and fieldwork are critical components of this course. To support student success, a number of USC's schools provide support with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international students.

Statement for Students with Disability

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your instructor (me) as early in the semester as possible. DSP website and contact information is: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776, (213) 814-4618 (Video Phone), (213) 740-8216 (FAX), ability@usc.edu.

Statement on Academic Integrity

Members of the USC community are expected to be honest and forthright in their academic endeavors. To maintain the highest learning environment, this includes the expectation that each student presents their original work and research in words, ideas, or data. Students will not represent the work of another as their own, or cheat on an examination. As students at USC, each has accepted to abide by the Student Conduct Code as outlined in *SCampus* (www.usc.edu/scampus or <http://scampus.usc.edu>). Ignorance of these expectations is not an acceptable justification for violating the Student Conduct Code.

Incomplete Assignment Policy

IN Incomplete is assigned when a student has not completed work due to a documented illness or other emergency occurring after the twelfth week of the semester.

Registrar's Note: The recommended definition of an emergency is as: "A situation or event which could not be foreseen and which is beyond the student's control, and which prevents the student from taking the final examination or completing other work due during the final examination period. Also note that as defined above, a student may not request an IN Incomplete before the end of the twelfth week; the rationale is that the student still has the option to drop the course until the end of the twelfth week. The grade IN exists to assist in the case of illness or emergency occurring after the drop deadline.

Marks of IN Incomplete must be completed within one year from the date of the assignment of IN. If not completed during that time, the mark of IN Incomplete becomes a mark of IX Expired Incomplete with the exception of thesis, dissertation, and non-letter graded courses, and are computed in the GPA as a grade of F or zero grade points. A student may petition the Committee on Academic Policies and Procedures (CAPP) for an extension of time to complete an Incomplete.

Academic Conduct

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu> or to the Department of Public Safety <http://adminopsnet.usc.edu/departments/departments-public-safety>. The Center for Women and Men <Http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options.

Assignments	Grading
<ul style="list-style-type: none"> ▪ Class Projects – Four 2-page papers (25% - 50pts) ▪ Final Group Grant Project – Concept paper, Final Proposal, Presentation (35% - 70pts) ▪ Midterm exam (10% - 20pts) ▪ Final Exam (10% - 20pts) ▪ Participation: includes attendance, engaging in classroom discussion, evidence of work with teams, and engagement with guest speakers (20% - 40pts) 	<ul style="list-style-type: none"> ▪ Total points possible 200 ▪ Students can determine their current grade at any point by adding up points received by the total possible points at the time. <p>A 93%, A- 90-92%, B+ 88-89%, B 83-87%, B- 80-82% C+ 78-79%, C 73-77%, C- 70-72% D+ 68-69%, D 63-67%, D- 60-62% F 59-0%</p>

Participation/Attendance

Student participation will be assessed based on regular attendance in lecture (a roll sheet will be kept) **AND** the quality of student engagement in classroom and group discussion times. Because we only meet once a week, absences are not excused unless due to documented illness, serious family emergencies, or religious observances (which should be arranged at the beginning of the semester).

Participation also includes keeping up with readings so that your comments during class are contextualized by the materials in the course. Participation also involves conduct and as such students are asked to monitor their own conduct in class and ask themselves if it comports with the expectations of the USC Student Conduct Code. This requires that students be thoughtful and precise about the way they conduct themselves with each other and their professor. **Cell phones should be turned off, food and drink should be non-distracting, side-conversations should be saved for after class or during breaks and students should arrive promptly.** To maintain the integrity of our classroom learning environment and discussions, I ask that you use laptops and devices for notetaking only. Therefore, **WIFI should be TURNED OFF.** Students will be reminded every class.

Class Schedule

Week 1 (8/24): Introductions and Course Overview

Class work: Personal Philanthropy Exercise

Readings and Homework for Following Week: Read *The Promise of a Pencil*, Ch. 1-8

Week 2 (8/31): Exploring Philanthropy

Class Work: Types of Funders, Overview of Class Project #1: “What is Philanthropy”

Readings and Homework for Following Week: Read *The Promise of a Pencil*, Ch. 9-10, Read *The Only Grant Writing Book You’ll Ever Need*, Ch. 1-13, Begin Class Project #1 “What is Philanthropy”

Week 3 (9/7): Students Teach About Philanthropy

Class Work: Student Presentations of Class Project #1 “What is Philanthropy,” Discuss readings, Introduction to components of grant writing, process, and outcome measures.

Readings and Homework for Following Week: Read *Promise of a Pencil*, Ch. 11 to completion and prepare discussion questions 1, 2, 6, and 12. Read *The Only Grant Writing Book You’ll Ever Need*, Lesson 2.

Week 4 (9/14): Understanding Lessons from *The Promise of a Pencil*.

Class Work: Discuss readings from previous week. Provide overview of Class Project #2: “Identify and Present on an Inspiring Philanthropist.”

Readings and Homework for Following Week: Read *Give Smart*, p. 1-48. Read *The Only Grant Writing Book You’ll Ever Need*, Lessons 3 and 4.

Week 5 (9/21): Examining “Inspiring Philanthropists”

Class Work: Students provide presentations on Class Project #2: “Inspiring Philanthropists.”

Students begin research on their grant writing project identifying project, considering steps such as LOI, understanding mission, making connections and building relationships. Overview of Class Project #3: “Researching Issues and Identifying Questions.”

Readings and Homework for Following Week: Read *The Only Grant Writing Book You'll Ever Need*, Lesson 5. Read *Give Smart*, Chapter 2.

Week 6 (9/28): Group discussion on Philanthropy and Community Need

Class Work: Students provide presentations on Class Project #3 regarding research and questions. Students begin research on their grant writing project identifying project, considering steps such as LOI, understanding mission, making connections and building relationships: "Researching Issues and Identifying Questions."

Readings and Homework for Following Week: Read *The Only Grant Writing Book You'll Ever Need*, Lesson 6,7, 8. Read *Give Smart*, Chapter 3.

Week 7 (10/5): Beginning the Work: Grant Writing

Class Work: Defining Goals and Objectives, Developing Budget and Budget Narratives

Readings and Homework for Following Week: Read *The Only Grant Writing Book You'll Ever Need*, Lesson 9, 10, 11, 12, 13, 14. Prepare for Midterm and future fieldwork.

Week 8 (10/12): Midterm and Fieldwork Guidelines

Class Work: Students take in-class midterm. Students receive guidelines for fieldwork exercise and Overview of Class Project #4.

Guest speaker #1 – Professional background, grant proposal process

Readings and Homework for Following Week: Prepare for fieldwork.

Week 9 (10/19): Visiting Community Organizations

Class Work: Students set up visits or tours with organizations in areas of interest. Students prepare information sheet regarding: Organization and area of interest, what grant areas are necessary, what outputs and outcomes are you interested in, what funders are you considering?

Guest speaker #2 – Professional background, grant proposal process.

Readings and Homework for Following Week: Prepare Class Project #4 – 2 page paper on field work experience.

Week 10 (10/26): Insights into Community Needs

Class Work: Student presentations on Community Org Visits with Q&A.

Readings and Homework for Following Week: Begin outlining grant proposal and presentation.

Week 11 (11/2): Guest speakers discuss the grant writing process

Class Work: Engage with speakers to enhance students' grant writing process.

Guest speaker #3 – Professional background, grant proposal process

Readings and Homework for Following Week: Provide professor ½ page update on your grant proposal process so far. Students continue to work on proposal including cover letter, needs statement, program activities, budget, sustainability plan, and other elements.

Week 12 (11/9) Proposal Element Review and Q& A with Professor

Class Work: Students set up appointment with Professor during class time to go over your proposal progress, and revise elements per professor discussions.

Readings and Homework for Following Week: Work on revisions to proposal.

Week 13 (11/16) Evaluation and Reporting

Class Work: Students set up appointment with professor during class time to discuss their evaluation and reporting.

Readings and Homework for Following Week: Finalize proposal, outline plans for submission and reporting. Prepare final proposal to submit on November 30 when group presentations are due.

Week 14 (11/23) THANKSGIVING NO CLASS

Week 15 (11/30) Group Presentations

Class Work: Receive final exam preparation instructions.

Readings and Homework for Following Week: Review readings throughout course.

Week 16 (12/7) Final Exam and Course Evaluations