



## Sol Price School of Public Policy

### PPD 371: The Nonprofit Sector and the Public Interest

4 Units

Fall 2024, Mondays 6 – 9:20 pm

Dauterive Hall (VPD) 112

#### Linda Fowells

Adjunct Instructor

Office Hours: Mondays 4:30 – 5:30 by appointment, likely in Lewis Hall RGL 107A

Contact Info: [fowells@usc.edu](mailto:fowells@usc.edu) I will do my best to respond within two business days.

#### Course Description

The nonprofit sector plays an increasingly large role in American society and the US economy. It provides much-needed services to individuals and communities; enriches peoples' lives; and drives innovation, policy and social change. This course will cover an overview of the multi-faceted nonprofit sector, including: the sector in relation to government and business, public policies and trends, the role of philanthropy and a range of philanthropic approaches, effective governance and organizational management, and impact. While the course will touch on a range of funding models, the emphasis will be on institutionalized philanthropy, from both the grant seeking and grant making perspectives.

Students will learn course content through readings and other course material, case studies and projects, guest speakers, and lectures. Students will also have opportunity to further develop their analytical, writing and presentation skills.

A key purpose of this course is to provide students with fundamental knowledge to support their participation in the sector in a variety of roles, ranging from engaged citizens to prospective donors, volunteers, board members, or staff.

#### Grantmaking

With generous support from the Price School, the class will have funding to experience philanthropy by serving as a grantmaking board to award a \$5,000 grant to a local nonprofit organization. Students will develop a philanthropic strategy and grant criteria, identify and evaluate potential recipients, and allocate grant funds.

#### Learning Objectives

By the end of this course, students will be able to:

- Answer fundamental questions such as:
  - What are the key roles and functions of the sector?
  - What policies govern the sector?
  - What trends have shaped the sector in the past and influence thought and practice today?
  - What are common and exemplary practices in the sector?
- Assess key aspects of a nonprofit organization, including intended impact, business model, management, governance and financial health
- Develop philanthropic grantmaking criteria, write proposals, and assess proposals against grant guidelines

## Course Notes

This is an in-person class. Learning materials, assignments, slide presentations from most lectures, and other class information will be posted on Brightspace.

## Technological Proficiency and Hardware/Software Required

No specific hardware or software is required, but students will need to be able to access Brightspace, search and retrieve online information, write papers, use basic spreadsheets for financial analysis, create presentations, and use email. A calendar application or other system to track due dates is recommended.

The following resources are available to support your participation in the course:

- For hardware: [USC Computing Center Laptop Loaner Program](#).
- For software support and availability: [Brightspace help for students](#), [Software available to USC Campus](#), [Zoom information for students](#)

## Technology Policy

Technology can both support and inhibit learning and class participation. Therefore:

- Laptops will provisionally be allowed for notetaking. However, a significant body of research shows that learning and retention are significantly improved when notes are taken by hand, using tablets or pen and paper.
- Cell phones should be on mute and out of sight to reduce distraction for yourself and other students.
- Please discuss any approved accommodations with me following the first class session.
- The use of technology during guest speakers, student presentations, and some class discussions will be limited.
- Per university policy, no personal recording or photography is allowed without prior approval.

## Required and Optional Readings and Supplementary Materials

All learning materials will be available through Brightspace, references to online content, or the USC library. You do not need to purchase any texts.

Please read or view the required learning materials before class, as we will be discussing them and addressing any questions with the instructor or your peers. Optional materials will be offered for students who want to further pursue a topic.

## Assignments

Course assignments include:

1. Reflections paper (5% of final grade): Students will write a short paper (1-2 pages) to describe their interests in the class and the nonprofit sector, and to share their perspectives and opinions on elements that drive the sector.
2. Institutional Funders paper (10% of final grade): Students will select, describe and compare three institutional grantmakers, representing different types of philanthropic structures.
3. Nonprofit paper (10% of final grade): Students will select and analyze a nonprofit organization, including its intended impact, business model, management, governance and financial health.
4. Mid-term exam (20% of final grade): The mid-term will be a take home exam and will cover the concepts and analytical frames discussed in the class to date.
5. Group giving circle project (35% of final grade): Students will work in teams and as a whole class to award a \$5,000 grant to a local nonprofit organization. Students will comprehensively apply concepts

covered in class to develop a philanthropic strategy and grant criteria, identify and evaluate potential recipients, and allocate grant funds.

6. Final paper (10% of final grade): Students will synthesize and reflect on key points they have learned through the course.
7. Class participation (10% of final grade): Participation grades will reflect preparation for and engagement in class sessions, participation in discussions and group work, and respect for other students and speakers.

Further details about assignments will be discussed in class and available on Brightspace.

For all written assignments:

- Include your name in the upper right hand corner.
- Title files to be uploaded with: LastName FirstName Name of Assignment (or GroupName Name of Assignment).
- Use legible font and clean formatting. Specific fonts or margins will not be required unless it becomes necessary.
- Include page numbers.
- Cite your sources. When in doubt, include a citation.
- Page lengths are provided as a guide, and are not intended as a maximum or minimum. The quality of your ideas and writing are more important than the quantity of your content. Be clear and concise.
- Write in prose and paragraphs. Lists of points are fine as long as the points are clear and the list is supported by surrounding text.

Written assignments are due via Brightspace at the time listed for each assignment. Late assignments are not accepted unless prior instructor approval is received. Grading rubrics will be posted with the assignment in Brightspace. Feedback on assignments is typically provided 1-2 weeks after the due date.

## Participation

Class participation is 10% of the final grade. Significant learning comes from both thoughtful engagement with lectures / presentations and the exploration of the ideas and perspectives generated through discussion. Participation also makes the class more fun and engaging for everyone. Students are expected to come to class prepared to discuss the current readings and lectures with thoughtful commentary and questions. It is expected that discussions are respectful of all participants and their diverse views. Grades will reflect engagement in class, quality (not the quantity) of participation in class discussion, and respect for others.

## Grading Breakdown

Assignments	% of Grade
Reflections paper	5%
Institutional Funders paper	10%
Nonprofit paper	10%
Mid-term exam	20%
Group giving circle project	35%
Final paper	10%
Class participation	10%
<b>TOTAL</b>	<b>100%</b>

## Grading Scale

Final grades will be determined using the following scale:

Letter grade	Corresponding numerical point range
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

## Attendance

Attendance is expected and missed classes will affect your ability to fully participate in the class (and thus the participation portion of your grade). Please come on time. Late arrivals disrupt the flow of conversation and are disrespectful to others. Repeated tardiness will be reflected in participation grades.

Please speak with me well in advance if you have a conflict due to religious observation, a significant personal situation, or approved travel for student athletes.

Do not come to class if you are sick or experiencing symptoms. Please stay home, rest and take care of yourself. Contact me as soon as possible in case of illness or an emergency so we can discuss any needed accommodations, based on what is planned for that class session.

## Course norms

We will establish a set of course discussion guideless and agreements during the first class. I will expect accountability to those classroom norms, and also expect you to hold one another accountable.

## Zoom etiquette

Some class sessions will be partially or fully via Zoom, especially for guest speakers who are out of the area. Our established course discussion norms will apply and students will be expected to keep cameras on.

## Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

### **Policy for the use of AI**

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. For that reason, using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Please ask me if you are unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts. Unless specifically designated as a 'group project,' all assignments are expected to be completed individually.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, or in the course.

### **Course Content Distribution and Synchronous Session Recordings Policies**

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

### **Course Evaluations**

Course evaluation is an important review of students' experience in the class, and a way to 'pay it forward' to future students. I will provide information about the evaluation later in the term.

## Course Schedule

### Course overview

This schedule is tentative and will be updated to reflect confirmed speakers and after discussion of student interests. Further detail, including assigned readings and speakers, are noted in the detailed schedule below. Additions and changes to the schedule or assignments will be announced in class and on Brightspace.

Week	Date	Topics/Daily Activities	Deliverables
1	8/26	Course overview Overview of the sector	
-	9/2	<i>Labor Day – no class</i>	
2	9/9	History and issues of the sector Philanthropy	Reflections paper due: Wed 9/4 by 11:59 pm
3	9/16	Building, Maintaining and Governing Strong Organizations	
4	9/23	Planning and Evaluation	Institutional Funders paper due: Sun 9/22 by 11:59 pm
5	9/30	Systems, Policy and Narrative Change	
6	10/7	Giving circles Financial reporting and health	Nonprofit paper Part 1 due: Sun 10/6 by 11:59 pm
7	10/14	Financial health <i>This class will be via Zoom</i>	
8	10/21	<i>Midterm and group work – no class</i>	Midterm and Nonprofit paper Part 2 due: Mon 10/21 by 11:59 pm
9	10/28	Grant seeking and grant making	
10	11/4	Giving circle guidelines	
-	11/11	<i>Veterans Day – no class</i>	
11	11/18	Group presentations	Group papers and presentation decks due: Sun 11/17 by 5:00 and 11:59 pm respectively
12	11/25	International social good efforts Initial grant decision	Proposal review write ups due: Sun 11/24 by 5:00 pm
13	12/2	Final grant decision Wrap up	

Week	Date	Topics/Daily Activities	Deliverables
-	12/9	Study period-no class	
Final	12/16	Final paper due – no class	Final paper due: Mon 12/16 by 9:00 pm

### Detailed schedule

The detailed schedule will be updated to reflect confirmed speakers and after discussion of student interests. Additions and changes to the schedule or assignments will be announced in class and on Brightspace.

#### Week 1 - August 26: Course Overview & Introduction to the Sector

We will go over the course, syllabus, schedule, and assignments; set expectations for class; and get to know each other.

#### Learning Materials:

- Course syllabus (Brightspace)

#### Optional Learning Materials:

- A list of good sources of data on the sector is in the Student Resources section of Brightspace.

#### Week 2 - September 9: History; Policies and Issues of the Sector; Philanthropy

We will discuss:

- A brief history of the sector
- Key policies and regulations governing the nonprofit sector as well as issues affecting current thinking and practice
- Philanthropy and the types of grant-making foundations
- Current trends and issues in philanthropy

#### Learning Materials:

- Ott, J. S., & Dicke, L. (Eds.). (2021). *The Nature of the Nonprofit Sector* (4th edition). Routledge. (Brightspace)
  - Forward - marked sections
  - Part 1: Introduction. pp. 1 – 9
  - Chapter 3: Frumkin, P. (2021). The Idea of a Nonprofit and Voluntary Sector. pp. 51–59
- Salamon, L. M. (2012). *America's nonprofit sector: A primer* (3rd ed.). Foundation Center.
  - Chapter 2: What is the Nonprofit Sector and Why Do We Have It? (Brightspace)
- Boden, S. (2024, August 19). CEOs earn big bucks at nonprofit hospitals. But does that benefit patients? NPR. <https://www.npr.org/sections/shots-health-news/2024/08/19/nx-s1-5078495/nonprofit-hospitals-ceo-compensation-community-benefit-uninsured-mission-tax-exempt-management>
- *Skim*: Fahrenthold, D. A., Closson, T., & Tate, J. (2022, July 3). 76 Fake Charities Shared a Mailbox. The I.R.S. Approved Them All. *The New York Times*. <https://www.nytimes.com/2022/07/03/us/politics/irs-fake-charities.html> (Brightspace)

- Ott, J. S., & Dicke, L. A. (Eds.). (2011). *Understanding Nonprofit Organizations: Governance, Leadership, and Management* (2nd edition). Westview Press. (Brightspace)
  - Chapter 13: Boris, E. (2011). Foundations. pp 149-156

**Optional Learning Materials:**

- Review IRS form 1023 and 1023 EZ, the form used to apply for tax exempt status  
<https://www.irs.gov/charities-non-profits/applying-for-tax-exempt-status>
- Salamon, L. M. (2012). *America's nonprofit sector: A primer* (3rd ed.). Foundation Center.
  - Chapter 5: How Did We get Here? Historical Developments and Recent Trends (Brightspace)
- Arnsberger, P., Riley, M., Ludlum, M., & Stanton, M. (2008). *A History of the tax-exempt Sector: An SOI Perspective*. <https://www.irs.gov/statistics/soi-tax-stats-charities-and-other-tax-exempt-organizations-statistics>

**Assignment:** Reflections paper due Wednesday, Sept. 4 by 11:59 pm

<b>Week 3 - September 16: Building, Maintaining and Governing Strong Organizations</b>
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We will discuss:

- Current trends and issues in philanthropy (continued from last week)
- Elements of a high performing organization
- Missions and models, including hybrid organizations and fiscal sponsorship
- The roles and responsibilities of a board of directors
- Investing in yourself as a strong writer

**Guest Speaker:** Mahnoor Ali, Consultant, USC Writing Center

**Learning Materials:**

- *A Philanthropic Journey: A Conversation with Darren Walker, President, Ford Foundation*. (2014). Center on Philanthropy & Public Policy Distinguished Speakers Series. [Video recording]. <https://cphp.usc.edu/speakers-series-conversations/walkerdss/> Begin at 11:45
- Ferris, J. M. (2021). *A Generation of Impact: The Evolution of Philanthropy over the Past 25 Years*. Center on Philanthropy and Public Policy, Sol Price School of Public Policy, USC. <https://cphp.usc.edu/wp-content/s2member-files/A-Generation-of-Impact.pdf>
- Daniels, A. (2024, January 17). *The Next Hurdle for Trust-Based Philanthropy: Showing Impact*. *The Chronicle of Philanthropy*. <https://www.philanthropy.com/article/the-next-hurdle-for-trust-based-philanthropy-showing-impact>
- Edgar Villanueva | *Decolonizing Wealth* | Skoll/WF 2019. (2019, May 28). [Video recording]. Skoll.org. [https://www.youtube.com/watch?v=LKHmU95w\\_Q8](https://www.youtube.com/watch?v=LKHmU95w_Q8)
- Le, V. (2014). *The 7-S's of effective organizations, plus cherry blossoms and existential crises*. Nonprofit AF. <https://nonprofitaf.com/2014/03/the-7-ss-of-effective-organizations-plus-cherry-blossoms-and-existential-crises/>
- Grant, H. M., & Crutchfield, L. R. (2007). *Creating High-Impact Nonprofits*. *Stanford Social Innovation Review*, 5, 3241. <https://doi.org/10.48558/CHQ0-FZ58>



- The Performance Imperative and Performance Practice. Leap of Reason Ambassadors Community.
  - Overview page: <https://www.leapambassadors.org/continuous-improvement/>
  - Video: Intro to the Performance Practice. Bottom right of web page, watch until 3:07. <https://www.leapambassadors.org/continuous-improvement/performance-practice/>
  - The Performance Imperative: <https://www.leapambassadors.org/continuous-improvement/performance-imperative-2/>
  - Review at least two sections of interest to you, to see what it looks like in practice: Performance Practice Principles and Proof Points All Modules. (2019, November 18). [https://www.leapambassadors.org/wp-content/uploads/2021/02/Performance\\_Practice\\_PrinciplesandProofPoints\\_All\\_Modules\\_No\\_v18\\_2019.pdf](https://www.leapambassadors.org/wp-content/uploads/2021/02/Performance_Practice_PrinciplesandProofPoints_All_Modules_No_v18_2019.pdf)
- Select questions pulled from *Board Responsibilities and Structures—FAQs*. BoardSource. (Brightspace)
- Wallestad, A. (2021). The Four Principles of Purpose-Driven Board Leadership. *Stanford Social Innovation Review*. <https://doi.org/10.48558/S4ZJ-Q994>

#### Optional Learning Materials:

- This may be a helpful reference or glossary. It was written as a marketing piece for individual donors but has a concise overview of how to approach philanthropy and some of the current trends in the field.
 

Martyn, E., Becerra, T., Franklin, J., & Pratt, M. (Undated). *Discovering your philanthropic identity: Giving approaches, strategies, and philosophies*. Fidelity Charitable and Ktisis Capital. <https://static1.squarespace.com/static/6050b9866caedf7f6fa4c40d/t/63bc558fa468b037932e1f28/1673287082145/Discovering+Your+Philanthropic+Identity>
- Kramer, M., & Phillips, S. (2024). Where Strategic Philanthropy Went Wrong. *Stanford Social Innovation Review*, 22, 2837. <https://doi.org/10.48558/J9QB-AB63> (Brightspace)
- *The Biggest Mistakes New Nonprofits Make*. (2024, August 13). Blue Avocado. <https://blueavocado.org/ask-the-blue-avocado-community/biggest-mistakes-new-nonprofits-make/>
- Three articles about "hybrid" models, which combine elements of for-profit and nonprofit structures. These might be of interest for anyone interested social entrepreneurship, law, or simply learning more about the models.
  - *Bromberger is an attorney, and writes about the legal structures.*

Bromberger, A. R. (2011) A New Type of Hybrid. *Stanford Social Innovation Review*, Spring 2011. [https://ssir.org/images/articles/2011SP\\_Feature\\_Bromberger.pdf](https://ssir.org/images/articles/2011SP_Feature_Bromberger.pdf)
  - *Lee, Walker, Dorsey and Battilana focus what an ideal hybrid would look like, and the challenges (and benefits) of blending aspects of for-profit and nonprofit organizations.*

Lee, M., Walker, J., Dorsey, C., & Battilana, J. (2012). In Search of the Hybrid Ideal. *Stanford Social Innovation Review*, 10, 5155. <https://doi.org/10.48558/WF5M-8Q69>
  - *A "B Corp" is a certification that demonstrates a company's emphasis on ESG, environmental, social and governance performance. Companies have to apply to become certified; the certification is managed by a nonprofit called B Lab.*

Marquis, C. (2020). The B Corp Movement Goes Big. *Stanford Social Innovation Review*, 18, 2229. <https://doi.org/10.48558/AFYF-4V86>. (Brightspace)
- Le, V. *Why we need to drop the idea of 100% board giving*. Nonprofit AF. <https://nonprofitaf.com/2020/11/why-we-need-to-drop-the-idea-of-100-board-giving/>

**Assignment:** Institutional Funders paper due Sunday, Sept. 22 by 11:59 pm

#### Week 4 - September 23: Planning, Learning and Evaluation

Planning, learning and evaluation are essential components of high performing organizations, and they lead to better strategy and smarter grantmaking and donor investments. We will discuss:

- What evaluation is, why it is important, and how it is used as part of strategic planning and program development
- Key concepts, including logic modeling, theory of change, intended impact, outcomes vs outputs
- Models, approaches and key trends in evaluation

**Guest Speaker:** Dr. Hanh Cao Yu, incoming Executive Director, Center for Evaluation Innovation

#### Learning Materials:

- O'Donovan, D., & Flower, N. R. (2013). *The Strategic Plan is Dead. Long Live Strategy*. *Stanford Social Innovation Review*. <https://doi.org/10.48558/DGSH-ZC31>
- *Fundamentals of Nonprofit Strategy*. (n.d.). Bridgespan. <https://www.bridgespan.org/insights/nonprofit-strategy>  
Read these two pages (linked from Fundamentals page):
  - How Nonprofits and NGOs Can Get Real Value from Strategic Planning
  - What Are Intended Impact and Theory of Change and How Can Nonprofits Use Them?
- Brewin Alison. (2015, March 9). *10 Ways to Use a Strategic Plan* [Video recording]. <https://www.youtube.com/watch?v=ccJMqFXJtmk>
- *Selected slides from Introduction to Measuring Your Impact webinar*. (2024, August 1). Candid. (Brightspace)
- Doan, D., & Knight, B. (2020). *Measuring What Matters*. Candid, the Global Fund for Community Foundations (GFCF) and Philanthropy for Social Justice and Peace (PSJP). <https://globalfundcommunityfoundations.org/wp-content/uploads/2020/10/MeasuringWhatMatters.pdf> Executive summary only.
- Holley, M. J., & Carr, M. J. (2014). The Role of Evaluation in Strategic Philanthropy. *Nonprofit Quarterly*. <https://nonprofitquarterly.org/the-role-of-evaluation-in-strategic-philanthropy/>
- *Evaluation in Philanthropy: Perspectives from the Field*. (2009). GEO and Council on Foundations. Read pp 1-11 only. (Brightspace).
- Yu, H. C. (2023). Transforming Foundation Learning and Evaluation Into a Power Building Strategy. *Stanford Social Innovation Review*. <https://doi.org/10.48558/686S-5C16>
- Toward a Trust-Based Framework for Learning and Evaluation. (2022). *Center for Evaluation Innovation*. <https://evaluationinnovation.org/publication/toward-a-trust-based-framework-for-learning-and-evaluation/>

#### Optional Learning Materials:

- Weingartner, E. (2024, August 7). *Trust-Based Philanthropy Isn't an Excuse to Ignore Metrics—It's the Opposite*. *The Chronicle of Philanthropy*. <https://www.philanthropy.com/article/trust-based-philanthropy-isnt-an-excuse-to-ignore-metrics-its-the-opposite>

## Week 5 – September 30: Systems Change, Policy and Narrative Change

Systems change, policy and advocacy, and narrative change are inter-related and are used to address societal challenges. We will cover:

- The components of a system and a systems change approach
- Policy strategies, including advocacy and lobbying
- Narrative change and cultural strategy

**Guest Speakers:** Peter Barth, Chief of Staff and Strategy Integration, Blue Shield of California Foundation  
Marya Bangee, Senior Advisor, Pop Culture Collaborative

### Learning Materials:

- Kania, J., Kramer, M., & Senge, P. (2018). *The Water of Systems Change*. FSG. (Brightspace)
- Schultz, J. (2022). *The Art of Advocacy Strategy*. The Democracy Center. <https://www.democracyctr.org/advocacy-resources> Read through page 33. (Brightspace)
- Holton, R. (2002). *Reflections on Public Policy Grantmaking*. The California Wellness Foundation. Read to understand the public policy strategies described; skim the details. (Brightspace)
- *The Advocacy Progress Planner* and *The Advocacy Progress Planner User's Guide*. (2018). The Aspen Institute. Use the graphic on p. 16 of the Planner while you review the User's Guide. (both in Brightspace)
- Fact sheets from the Alliance for Justice
  - What is Advocacy? 2.0. (2023, November 11). Alliance for Justice. <https://afj.org/resource/what-is-advocacy-2-0/>
  - *IRS Lobbying Flowchart*. (2021, February 25). Alliance for Justice. <https://afj.org/resource/irs-lobbying-flowchart/>
  - *Comparison of 501(c)(3) and 501(c)(4) Permissible Activities*. (2022, July 11). Alliance for Justice. <https://afj.org/resource/comparison-of-501c3-and-501c4-permissible-activities/>
- *Making Waves: A Guide to Cultural Strategy*. (2014, January). The Culture Group. <https://www.culturalpower.org/stories/making-waves-guide-cultural-strategy/> (Brightspace) Read through page 13, and then select and read three examples from those found on pp 21-40.

### Optional Learning Materials:

- In case you need a refresher on how an idea becomes a bill, and then a law. Sheldon, J. (Director). (1976, March 27). I'm Just A Bill (Season 3 Episode 5) [Broadcast]. Schoolhouse Rock. [https://www.youtube.com/watch?v=l\\_Dldk3\\_tdg](https://www.youtube.com/watch?v=l_Dldk3_tdg)
- More information about advocacy as it relates to the three different branches of government and the electoral process, and about lobbying limits for 501(c)(3) organizations. *Investing in Change: A Funder's Guide to Supporting Advocacy*. (2018, June 18). Alliance for Justice. <https://afj.org/resource/investing-in-change-a-funders-guide-to-supporting-advocacy/> Read Ch 1.
- For those interested in building fields or movements, this article describes the role of a catalyst and provides several examples. Farnham, L. M., Nothmann, E., Crouch, K., & Daniels, C. (n.d.). *Equitable Systems Change: Funding Field Catalysts from Origins to Revolutionizing the World*. Bridgespan. Retrieved September 21, 2024, from <https://www.bridgespan.org/insights/funding-field-catalysts>

- Human decision-making is influenced by people’s emotions, values, beliefs, identity and lived experiences. This report describes how “change-makers can leverage a heartwired understanding of their target audiences.”  
Pérez, R., Wonder Strategies for Good, & Simon, A., Goodwin Simon Strategic Research. (2017). *Heartwired: Human Behavior, Strategic Opinion Research and the Audacious Pursuit of Social Change*. <https://heartwiredforchange.com/download-heartwired/> Introduction (Brightspace)
- Five principles for more effective communication.  
Christiano, A., & Neimand, A. (2018). The Science of What Makes People Care. *Stanford Social Innovation Review*, 16, 2633. <https://doi.org/10.48558/GW2V-5279> (Brightspace)
- A case study of a systems approach to tax policy in international settings  
de Renzio, P. (2024). Equitable Taxation. *Stanford Social Innovation Review*. <https://doi.org/10.48558/HV8H-MM68>

<b>Week 6 – October 7: Giving Circles; Financial Reporting and Health</b>
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We will cover two topics this week:

- Giving Circles (a form of institutional philanthropy, and the model you will be using for your class project)
  - o Giving Circles as an approach, and how they are different from other types of philanthropy
  - o Getting information; making decisions
  - o How to think through a framework for your class giving circle
- Financial reporting and health
  - o IRS Form 990 and audited financial statements
  - o How to assess an organization’s financial health
  - o Budgeting

**Guest Speakers:** Anne-Marie Jones, Co-Founder and Current Chair, Angelenos for Los Angeles  
Gloria Romero-Medina, Controller, The California Wellness Foundation

**Learning Materials:**

- Philanthropy Together. What is a Giving Circle. <https://whatisagivingcircle.com/>
- Layton, D. M. D., & Loson-Ceballos, D. A. (2023). In Abundance: An Analysis of the Thriving Landscape of Collective Giving in the U.S. Philanthropy Together. <https://johnsoncenter.org/2023-us-collective-giving-research-initiative/>
  - Read Definition and Exec Summary (pp xiii - xv)
  - Read Typology of Giving Circles (pp 7-10)
  - Select and skim a few of the archetypes that follow the typology (pp 11-18)
- Social Impact Architects. *Nonprofit Lifecycle | Organizational Growth | Nonprofit Growing Pains*. <https://socialimpactarchitects.com/nonprofit-lifecycle/>

**Optional Learning Materials:**

- McLaughlin, T. A. (2009). *Streetsmart Financial Basics for Nonprofit Managers* (3rd edition). John Wiley & Sons Inc. (Brightspace)
  - Chapter 2. Mission: Managing Your Two Bottom Lines (pp 19-24)
  - Chapter 3. Accounting as a Second Language – A Nine Point Program (pp 25-35)
  - Chapter 4. Assets are for Boards, Activities are for Managers (pp 37-40)

- Chapter 5. Balance Sheets: How They Get that Way (pp 41-65)
- StrongNonprofits Toolkit | Wallace Foundation. (2018, September 13). <https://wallacefoundation.org/toolkit/strongnonprofits-toolkit>
- For anyone interested in learning more about accounting and financial management. *Nonprofit Financial Commons*. <https://nonprofitfinancials.org/>
- For a more detailed (and slightly different) life cycle analysis, see: *Speakman Management Consulting. Nonprofit Life Cycle [File]. 501 Commons Resources*. <https://www.501commons.org/engage/volunteer-resources/info/nonprofit-life-cycle>

**Assignment:** Nonprofit paper Part 1 due Sunday, Oct. 6 by 11:59 pm

### Week 7 – October 14: Financial Health and Real Costs

We will continue to discuss financial health, including:

- Financial resilience
- Financial health with an equity lens
- Indirect and real costs
- What funders look for—due diligence and financial review

**Guest Speakers:** Jennifer Pedroni, Managing Director, Nonprofit & Grantmaker Advisory, BDO

#### Learning Materials:

- Schultz, M. (2023, October 6). Three Critical Factors in Vetting Nonprofit Finances. *PEAK Grantmaking*. <https://www.peakgrantmaking.org/insights/three-critical-factors-in-vetting-nonprofit-finances/>
- Cameron, M., & Pedroni, J. (2024, August 15). Embedding Equity in Your Financial Vetting Process. *PEAK Grantmaking*. <https://www.peakgrantmaking.org/insights/embedding-equity-in-your-financial-vetting-process/>
- *(Mis)Understanding Overhead*. National Council of Nonprofits. <https://www.councilofnonprofits.org/running-nonprofit/administration-and-financial-management/misunderstanding-overhead>
- Polanco, H. H., & Summers, J. (2017, March 16). *Keeping It in Reserve: Grantmaking for a Rainy Day*. Non Profit News | Nonprofit Quarterly. <https://nonprofitquarterly.org/non-profit-rainy-day-grant-making-keeping-it-in-reserve/>
- Polanco, H. H., & Summers, J. (2020, December 10). *Cash Flow in the Nonprofit Business Model: A Question of Whats and Whens*. Non Profit News | Nonprofit Quarterly. <https://nonprofitquarterly.org/cash-flow-nonprofit-business-model-question-whats-whens/>

#### Optional Learning Materials:

- This site has an explanation of Full Cost and several articles and toolkits. Nonprofit Finance Fund. *Full Cost*. <https://nff.org/full-cost>

- This is a seminal (and commonly assigned) article; the concepts and language have become part of the nonprofit vernacular.  
Gregory, A. G., & Howard, D. (2009). The Nonprofit Starvation Cycle. *Stanford Social Innovation Review*, 7, 4953. <https://doi.org/10.48558/6K3V-0Q70>
- Three leaders in the sector jointly published this letter. It is also a seminal to the field and current thinking about nonprofit financial health.  
Taylor, A., Harold, J., & Berger, K. (2013). *The Overhead Myth*. [https://nonprofitquarterly.org/wp-content/uploads/OverheadMyth\\_ONLINE.pdf](https://nonprofitquarterly.org/wp-content/uploads/OverheadMyth_ONLINE.pdf)

### Week 8 – October 21: Midterm and group work – NO CLASS

**Assignments:** Midterm exam due Monday, October 21 by 11:59 pm  
Nonprofit paper Part 2 (financial analysis) due Monday, October 21 by 11:59 pm

### Week 9 – October 28: Grant Seeking and Grant Making

We will cover both sides of the funding process:

- Grant Seeking, including researching funders and writing proposals
- Grant Making and the role of a program officer in determining funding guidelines, reviewing prospective grantees, conducting site visits and making grant decisions

**Guest Speakers:** Otha Cole, Director of Strategy and Communications, Nonprofit Sustainability Initiative  
Eric Medina, Senior Program Officer, Weingart Foundation

#### Learning Materials:

- Selected slides from The Grantsmanship Center. (2022, November). *Competing for Federal Grants*. (Brightspace)
- Klein, K., & Yogi, S. (2022). Chapter 3: Be Clear About What the Money Will Do. In *Fundraising for Social Change* (8th edition, pp. 21–29). Wiley. (Brightspace)
- Exponent Philanthropy. (2024, July 31). *Grantmaking Basics: Creating Grant Guidelines*. Exponent Philanthropy. <https://exponentphilanthropy.org/blog/grantmaking-basics-creating-grant-guidelines/>

### Week 10 – November 4: Class Giving Circle Guidelines

Drawing on all that we've covered in class to date, you will work in small and large groups to determine your class giving circle guidelines, expectations and processes.

#### Learning Materials:

- Review the Giving Circle assignment, designated resource materials, notes from prior small group discussion; come prepared to make final decisions.

#### Optional Learning Materials:

- Working in teams can lead to disagreement, and sometimes outright conflict. This blog post provides some reminders and approaches for dealing with conflict when it does arise.

Compasspoint. (2022, April 28). *What's Your Conflict Superpower?*  
<https://www.compasspoint.org/blog/whats-your-conflict-superpower>

### Week 11 – November 18: Group presentations

Project teams will present their prospective grantees.

#### Learning Materials:

- None assigned.

**Assignments:** Proposal on behalf of prospective grantees due Sunday, November 17 by 5:00 pm  
Presentation deck and proposal attachments due Sunday, November 17 by 11:59 pm  
Read proposals submitted by the other teams (posted to Brightspace Discussion Board)

### Week 12 – November 25: International Social Good Efforts; Initial Grant Decision

We will cover several topics this week:

- International social good efforts, including organizations based in other countries, and American organizations working abroad
- Discuss the prospective grantees and make an initial funding decision.
- Social capital, Civic Reach and the power of weak ties

**Guest Speaker:** Terri Lapinsky, former Chief Operating and Program Officer, government and non-profit international and domestic organizations

#### Learning Materials:

- **Read for key concepts:** Summary of Gladwell, M. (1999, January 3). Six Degrees of Lois Weisberg. *The New Yorker*. <https://www.newyorker.com/magazine/1999/01/11/six-degrees-of-lois-weisberg> (Brightspace)
- Sharpstone, L. (2017, July 11). *The Importance of Civic Reach*. Templeton. <https://templetonco.com/the-importance-of-civic-reach/> Originally published in BDO USA, LLP's "Nonprofit Standard" newsletter (Spring 2017).
- *Civic Power Grid*. (2009). Community Partners. (Brightspace)

#### Optional Learning Materials:

- Ott, J. S., & Dicke, L. A. (Eds.). (2016). *Understanding Nonprofit Organizations: Governance, Leadership, and Management* (3rd edition). Westview Press. (Brightspace)
  - Chapter 19: Putnam, R. (2000). *Bowling Alone: Thinking About Social Change in America*. pp 237-246.
- The first sections and the conclusion of this article outline a number of criticisms of Putnam's work. (The latter sections are directed at a specific audience.)  
Dael, A. R. (2024, September 12). *Why 'Bowling Alone' falls short as a framework for civic engagement*. *Current*. <https://current.org/2024/09/why-bowling-alone-falls-short-as-a-framework-for-civic-engagement/>
- Gladwell, M. (1999, January 3). Six Degrees of Lois Weisberg. *The New Yorker*. <https://www.newyorker.com/magazine/1999/01/11/six-degrees-of-lois-weisberg> (Brightspace)

- Vandeventer, P. (2018, March 15). *Practicing Effective Civic Reach*. Community Partners | Paul's Message. (Brightspace)

**Assignments:** Proposal review write ups due Sunday, November 24 by 5:00 pm  
Read write ups submitted by the other teams (posted to Brightspace Discussion Board)  
Come to class prepared to make an initial funding decision.

### **Week 13 – December 2: Final Grant Decision and Wrap Up**

During this final class, we will:

- Discuss the prospective grantees and make your final funding decision.
- Cover any topics unfinished during a prior class and/or by class request
- Recap and wrap up the course

**Learning Materials:**

- TBD, based on class interest

**Assignments:** Confirm you have access to USC Learning Experience Evaluation (emailed to you on 11/28 or in Brightspace under "Course Evaluations" tab)  
Come to class prepared to make your final funding decision.

### **Exam Week – December 16: Final exam**

Your final papers will be due Monday, December 16 by 9:00 pm.



## Statement on University Academic and Support Systems

### **Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Student Financial Aid and Satisfactory Academic Progress:**

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate-](#) and [graduate-level](#) SAP eligibility requirements and the appeals process.

### **Support Systems:**

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-2500

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.