USCPrice

PPD 353 Philanthropy and Social Change
Fall 2024 Mondays & Wednesdays, 4:00 - 5:50pm
Location: VPD 116

Calendly

Professor Nicole Esparza
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Office hours by appointment: https://calendly.com/neesparz/30min
Office Hours Zoom: https://usc.zoom.us/j/4884268965

Course Description

This course offers an in-depth exploration of philanthropy and social change, examining the role philanthropy plays in addressing social issues and influencing public policy. Students will be introduced to theoretical frameworks for understanding why and how people give, as well as philanthropic methods for innovation, advocacy, and social change. The course will examine a wide range of strategies, from traditional grantmaking to emerging approaches like transformational giving, prize philanthropy, and rage giving. The curriculum also explores the complex layers of philanthropy, privilege, and social justice.

The course prepares students to contribute thoughtfully and effectively in the nonprofit sector. It includes practical instruction in grant writing and proposal development, enhanced by project-based learning that applies these skills in practical scenarios. Through detailed case studies and interactive discussions, students will leave the course equipped to engage with and impact the complex landscape of philanthropic endeavors.

Learning Objectives

- Analyze the evolution of philanthropy and its influence on social change, considering historical and contemporary perspectives.

- Critically examine the strategies and practices of modern philanthropists and entities, including the rise of prize philanthropy, microgiving, crowdfunding, and rage giving.

- Discuss various theories and perspectives of altruism and the motivations behind philanthropic giving.

- Discover emerging trends and the role of philanthropy in social movements, social justice, and systemic change.

- Develop practical skills in grant writing and proposal development.

Required Reading and Supplementary Materials

All readings and other materials are available on Brightspace. Each class is organized around assigned readings. Students are expected to read the assigned pages prior to the class in which they will be discussed, both to increase understanding of the lecture and to facilitate class discussion.

Description and Assessment of Assignments

Grading Breakdown

The course grade will be based on four components.

Category	Percentage
In-Class Exercises	15%
Project Proposal	10%
Midterm	20%
Lead Discussion	5%
Grant Proposal	20%
Rough draft	5%
Presentation	5%
Final Report	20%
Total	100%

In-class Exercises (15%)

The success of the course relies on each student's commitment to actively collaborate and collectively grasp the course readings and subjects. During class time, you will be asked to share your contributions on Brightspace's "Discussion Board." The discussions might be related to your project, the assigned readings, or questions for our guest speaker.

Lead Class Discussion (5%)

Each student will lead one class discussion during the semester. It is not a presentation, unless the student prefers that style.

Grant Proposal (20%)

Students will write a grant proposal for a nonprofit of their choosing. The proposals follow the "common application" format and will allow students to apply knowledge from the course.

Midterm (20%)

There is a take-home midterm exam due Wednesday **October 16ᵗʰ by 11:59pm** based on the readings and class lecture.

Final Project (40%)

Students will work in groups to complete a final project related to the course materially broadly defined. The projects will be for real "clients" and will involve fieldwork outside of class and deliverables that will be given to their "client." Although it will be completed as a group, everyone will be graded individually. The grade breakdown for the project:

        Proposal 10%
        Rough Draft 5%
        Presentation 5%
        Final Report 20%

Grading Scale

Course final grades will be determined using the following scale.
- The grade will round up if .5 or over. For example, 89.5% will be round to 90%.
- The grade will round down if .49 or under. For example, 89.4% will be rounded to 89%.

Letter Grade Scale	
95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
72-70	C-
≤69	F

Assignment Submission Policy

All assignments need to be submitted on Brightspace by the date listed on the syllabus and Brightspace. Diminished credit of (-10%) will be given each day the assignments is late. No credit will be given to assignments after a week.
- Students who request an extension, need to make the request before the due date. It is up to the professor's discretion to make alternative arrangements.

Attendance

The class is in-person only. I cannot Zoom you in. Attendance in person is highly encouraged. However, I expect that illnesses or other obligations may happen. Please let me know if you need accommodations and we will figure something out.

Classroom norms

During our classroom discussions and when working in groups, please be: 1. Respectful; 2. Constructive; and 3. Inclusive.

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.

Course Policy on the use of AI Generators

AI Generators Permitted Appropriately

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. However, students are allowed to use artificial intelligence (AI)-powered programs to help with class work unless explicitly stated otherwise.

- **Avoid Over-reliance:** Use AI as a complementary tool, not a primary source. While AI tools can be beneficial, you should not overly rely on them. Your primary efforts should be your own.
- **Double-check facts:** Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool.
- **Citation:** AI is a tool that you need to acknowledge using. You must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. When citing AI-generated content, include the name of the AI tool, the date of access, and the prompt used. E.g., "Generated by OpenAI's ChatGPT on [date], based on the prompt: [prompt]."
- **Privacy and Data Security:** As some AI tools may store data, be aware of privacy concerns when using online AI tools. Avoid inputting personal or sensitive information into these platforms.
- **Collaboration with Peers:** If collaborating with peers, ensure that all parties are aware of any AI-generated content used and consent to its inclusion.
- **Ethical Considerations:** Consider the ethical implications of using AI tools, especially when working on topics that require empathy. AI doesn't have emotions or inherent ethical guidelines, so the responsibility lies with you.

Course Evaluations

Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class. The process and intent of the end-of-semester evaluation should be provided. Your feedback is anonymous and very valuable.

Course Overview

Week	Monday Session	Wednesday Session	Assignments Due
1	Course Overview	Intro to Philanthropy	
2	No Class Meeting	Guest: Chelsea Graham	Sustainability Training
3	Wicked Problems	Sustainability Frameworks	Arrange Fieldwork
4	Theories of the Nonprofit Sector		

5	Why People Give	Who Gives	Project Proposal
6	Theory of Change	Guest: Luis Sanchez	
7	Gilded Age of Philanthropy		
8	Grant Writing	No Class - Midterm	Midterm Exam
9	The "New" Philanthropist		
10	Big Bets & Prizes	Education	
11	From Generosity to Justice	Disruptors, Accountability, Tainted Gifts	Grant Proposal
12	From Small Gifts to Big Change		
13	Philanthropy & Social Movements		Rough Draft
14	Cities & Science	No-Class	
15	Giving Tuesday & Future of Philanthropy	Presentations	Presentations
16	Study Week	Final Report	Final Report

Detailed Course Schedule

Week 1. Introduction to Philanthropy & Social Change (Aug 26 & 28)

Monday

Goetz, K. (2014). *Philanthropy vs. Charity- What's the difference?* Richard Shineman Foundation.

Buntz, L. A. (2022). Definitions of Generosity and Philanthropy. In *Generosity and Gender*. Springer International Publishing AG.

Wednesday

Jung, T., Phillips, S., & Harrow, J. (2016). Introduction: A New 'New' Philanthropy: From Impetus to Impact. In *The Routledge Companion to Philanthropy*. Routledge, Taylor & Francis Group.

Darlan Rodriguez et al. (2019). Chapter 1: Nonprofits in the United States. In *Nonprofit Management 101* (2nd ed.) Wiley.

Week 2. Social Change in Action: USC Sustainability (Sept 4)

Monday – No Class

Wednesday

*Guest Speaker: Chelsea Graham. Experiential Learning Manager in the Office of Sustainability
Meet at STU 101

Complete USC Student Sustainability Training prior to class. It takes approximately 45 min.

Week 3. Wicked Problems & Sustainability Frameworks (Sept 9 & 11)

Monday

Head, B. W. (2022*). Wicked Problems in Public Policy: Understanding and Responding to Complex Challenges*. Springer Nature.

Wednesday

Purvis, B., Mao, Y. & Robinson, D. (2019). Three pillars of sustainability: in search of conceptual origins. Sustain Sci 14, 681–695.

Agyeman, J., & Bullard, R.D. (2003). Joined-up Thinking: Bringing Together Sustainability, Environmental Justice and Equity. In *Just Sustainabilities*. Taylor & Francis Group.

Badgett, A. (2022). Systems Change: Making the Aspirational Actionable. *Stanford Social Innovation Review*, September 19, 2022.

Week 4. Theories of the Nonprofit Sector (Sept 16 & 18)

Young, D. R. & Casey, J. (2017). Supplementary, Complementary, or Adversarial? Nonprofit-Government Relations. In *Nonprofits and Government: Collaboration and Conflict*. Rowman & Littlefield.

Young, D. R. (2023). Nonprofits as a Resilient Sector: Implications for Public Policy. *Nonprofit Policy Forum*, 14(3,2).

Wicke Lynn, J., Nolan, C., & Waring, P. (2021). Strategy Resilience: Getting Wise About Philanthropic Strategy in a Post-Pandemic World. *The Foundation Review*, 13(2), 52.

Moody, M., & Breeze, B. (2016). *The Philanthropy Reader*. Routledge.
    Taking Philanthropy Seriously
     Key Contributions to Society by Philanthropic Foundations

Week 5. Why do People Give (Sept 23 & 25)

Monday

Moody, M., & Breeze, B. (2016). Why do People Give? Why do Wealthy People Give? *The Philanthropy Reader*. Routledge.

Adloff, F. (2016). Approaching philanthropy from a social theory perspective. The *Routledge Companion to Philanthropy*. Routledge.

Wednesday

Perna, M.C. (2022). Why Gen Z Might Become One of The Most Charitable Generation Yet. *Forbes,* November 29, 2022.

Singletary, M. (2020). Black Americans donate a higher share of their wealth than Whites, Washington Post, December 11, 2020.

Haynes, E. (2023). Millennials Had the Biggest Increase in Giving Among the Generations. *The Chronicle of Philanthropy,* February 1, 2023.

Week 6. Theory of Change (Sept 30 & Oct 2)

Monday

Center for Theory of Change. (n.d.). What is Theory of Change?

Brest, P. (2010). The Power of Change. *Stanford Social Innovation Review*, Spring.

Patton, M.Q., Foote, N., Radner, M. (2024). A Foundation's Theory of Philanthropy. *The Foundation Review*. v16, 1(109-121).

Phills, J.A. et al. (2008). Rediscovering Social Innovation. *Stanford Social Innovation Review,* Fall 2008.

Kramer, M. (2009). Catalytic Philanthropy. *Stanford Social Innovation Review*, Fall 2009.

Wednesday

Guest Speaker: Luis Sanchez, Strategic Partnerships Grant Management, Los Angeles Cleantech Incubator

Week 7. The Gilded Age of Philanthropy (Oct 7 & 9)

Monday

Carnegie, A. (1889). Wealth, *North American Review*, 148, no. 391 (June 1889): 653, 657 62.

Freeman, T. M., & Bundles, A. (2020). Introduction. In Madam C. J. Walker's Gospel of Giving: Black Women's Philanthropy during Jim Crow. University of Illinois Press.

Rockefeller, J.D. (1908). The Difficult Art of Giving. In *The Philanthropy Reader*. Routledge (2016).

Wednesday

Lemann, N. (2022). Would the World be Better off without Philanthropists? *The New Yorker,* May 23, 2022.

Buffett, P. (2013). The Charitable-Industrial Complex. *The New York Times,* July 26, 2013.

Olivarez, J. (2018). Book Review: Decolonizing Wealth. *The Foundation Review*, 12-2018.

Video: How America's Richest Donate their Money (8m)

Week 8. Grant Writing I & Midterm (Oct 14 & 16)

Monday Grant Writing Workshop I

Foster, W.L., Kim, P., & Christiansen, B. (2009). Ten Nonprofit Funding Models. *Stanford Social Innovation Review*. Spring, 2009.

Timmons, T. (2023). How to Write a Grant Proposal in 9 Steps (With Definition). *Indeed. Career Development*.

Video: PandaDoc. (2022). How to Write a Grant Proposal: A Step-by-Step Guide.

Week 9. The "New" Philanthropists (Oct 21 & 23)

Kolbert, E. (2018). Gospel of Giving for the New Gilded Age. *The New Yorker*, August 20, 2018.

Callahan, D. (2017). The Givers: Wealth, Power, and Philanthropy in a New Gilded Age. (Prologue, Chpt 1, 2)

Soskis, B. (2023). Jeff Bezos Says Giving Is Hard. That Trope goes Back to Andrew Carnegie. *The Chronicle of Philanthropy,* vol 36:4.

Chapman, C. (2012). Philanthropy Trend: Giving While Living. *Philanthropy Impact,* November 29, 2012.

Schmitz, P.H. & McCollim, E.M. (2021). Billionaires in Global Philanthropy: A Decade of the Giving Pledge. *Society* 58:120-130.

Video: What is the Giving Pledge? (6m)

Week 10. Big Bet, Prizes, & Funding Education (Oct 28 & 30)

Monday

Rockefeller Advisors. (2021). *Prize Philanthropy*. Author.

Foster, W. et al. (2016). Making Big Bets for Social Change, *Stanford Social Innovation Review,* Winter 2016.

Kramer, L. (2017). Against Big Bets, *Stanford Social Innovation Review,* Summer 2017.

Starr, K. (2013). Dump the Prizes, *Stanford Social Innovation Review*, August 22, 2013.

Wednesday

Pothering, J. (2016). Private Funding for Public Education. *Stanford Social Innovation Review*, Summer 2016.

The Times Editorial Board. (2016). Gates Foundation failures show Philanthropists shouldn't be setting America's Public-School agenda. *The Los Angeles Times*, June 1, 2016.

Week 11. From Generosity to Justice (Nov 4 & 6)

Monday

Walker, D. (2019). *From Generosity to Justice: A New Gospel of Wealth.* The Ford Foundation/ Disruption Books. 1-31.

Lipsky-Karasz, E. (2020). How Darren Walker and the Ford Foundation Reinvented Philanthropy for the Pandemic. *Wallstreet Journal Magazine,* November 17, 2020.

Video: Darren Walker Reinvented Philanthropy (5m)

Wednesday

(Hold for guest speaker)

Disruptors, Accountability, Tainted Giving

Horvath, A. & Powell, W.W. (2017). Contributory or Disruptive: Do New Forms of Philanthropy Erode Democracy? *Stanford Social Innovation Review*, January 9, 2017.

Week 12. From Small Gifts to Big Change (Nov 11 & 13)

Heist, H.D., et al. (2023). Tubs, Tanks, and Towers: Donor strategies for donor-advised funds giving. *Nonprofit Management & Leadership,* 33(4), 687–709.

Paynter, B. (2017). How Will the Rise of Crowdfunding Reshape How We Give to Charity? *Fast Company,* March 13, 2017.

Patterson, D. (2012). Microgifts and Impulse Giving Online. *Philanthropy News Digest*. April 21, 2012.

Choice: read her article or watch her TEDtalk (13m)
- Arrillaga-Andreessen, L. (2012). Giving 2.0: Getting Together to Give. *Stanford Social Innovation Review*, Winter 2012.
- Video: Your Invitation to Disrupt Philanthropy (13m)

Week 13. Philanthropy & Social Movements (Nov 18 & 20)

Taylor, J. A. & Miller-Stevens, K. (2022). *Rage Giving*. Cambridge University Press.

Masters, B., & Osborn, T. (2010). Social Movement and Philanthropy: How Foundations Can Support Movement Building. *The Foundation Review*.

Thomas-Breitfeld, S. (2017.) A Teachable Moment from the LGBTQ Movement for the Nonprofit Sector, *Stanford Social Innovation Review*, July 17, 2017.

Engler, P. (2018). Protest Movements Need the Funding They Deserve, *Stanford Social Innovation Review*, July 3, 2018.

Hattaway, D. (2016). Crowdsourcing the Future of a Social Movement, *Stanford Social Innovation Review*, April 19, 2016.

Week 14. Investing in Cities & Sparking Science (Nov 25)

Monday

Cities & Economic Development

Ferris, J.M. (2017). Philanthropy as a Catalyst. *Stanford Social Innovation Review*, Winter 2017.

Voss, M. (2016). The Place-Based Strategic Philanthropy Model. *ERIR*.

Markley, D. et al. (2016). A New Domain for Place Rooted Foundations: Economic Development Philanthropy. *The Foundation Review*, V. 8: Special Issue.

Science & Research

Anft, M. (2015). When Scientific Research Can't Get Federal Funds, Private Money Steps In. *The Chronicle of Philanthropy*, February 8, 2015.

Broad, W.J. (2014). Billionaires With Big Ideas Are Privatizing American Science. *The New York Times*, March 15, 2014.

Michelson, E.S. & Falk, A. F. (2021). A Vision for the Future of Science Philanthropy. *Issues in Science and Technology*. November 9, 2021.

Wednesday – No Class

Week 15. The Future of Philanthropy & Presentations (Dec 2 & 4)

Monday

Curran, A. (2018). The #GivingTuesday Model. *Stanford Social Innovation Review*, Fall 2018.

Piper, K. (2022). Giving Tuesday, Explained. *Vox: Future Perfect*. November 29, 2022.

Goldseker, S. & Moody, M. (2020). Why Not Innovate? *Generation Impact*. Wiley Press.

Battilana, J. & Kimsey, M. (2017). Should You Agitate, Innovate, or Orchestrate? *Stanford Social Innovation Review,* September 18, 2017.

Gillis, S.F. Raikes, T., Raikes, J. (2023). In Tumult, Opportunity: Our Hopes (and Fears) for the Future of Giving. *Stanford Social Innovation Review*, February 7, 2023.

Hayling, C. (2023). A Vision for the Future of Philanthropy. *Stanford Social Innovation Review*, Spring 2023.

Wednesday

Final Presentations

Week 16. Final Proposals/Papers Due Wednesday, December 11th by 11:59pm

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. You may contact OSAS at (213) 740-0776 or via email at 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
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.