

Civic Engagement M122/Honors M123  
**Philanthropy as Civic Engagement**  
Spring 2017: Monday, 4:00 to 6:50 pm  
Public Affairs 1278

**Instructor:** Jennifer A. Lindholm  
**Office:** A311 Murphy Hall  
**Email:** [jlindholm@college.ucla.edu](mailto:jlindholm@college.ucla.edu)  
**Phone:** (310) 825-1752  
**Office Hours:** By appointment

**Civic Engagement Scholars (group facilitators)**  
Laura Fox ([lauralfox@me.com](mailto:lauralfox@me.com))  
Michael Suarez ([msuarez@college.ucla.edu](mailto:msuarez@college.ucla.edu))  
Mitsue Yokota ([myokota@college.ucla.edu](mailto:myokota@college.ucla.edu))

**Admin. Coordinator:** Agustin Arredondo  
**Email:** [aarredondo@college.ucla.edu](mailto:aarredondo@college.ucla.edu)

### **Description**

We will study the philosophy and practice of philanthropy, analyzing its role as a common good in American communities. Working with support from the *Once Upon a Time* Foundation, funded under “The Philanthropy Lab” projects, and funding contributed by UCLA donors, the class will have a rare opportunity and privilege to decide how to award \$100,000 among three local nonprofit organizations that foster arts and culture, human services, environmental sustainability and animal interests, and health and wellness in Los Angeles communities.

### **Course Goal and Objectives**

The primary goal of this class is to inform students about philanthropy and introduce them to the value of giving and community investments. The course is designed for student to:

1. Understand the nature of philanthropy and how it operates in a large urban setting.
2. Analyze and debate the roles and responsibilities of nonprofits in Los Angeles that are devoted to furthering: a) arts and culture, b) civil rights and human services, c) environmental sustainability and animal interests, and d) health and wellness.
3. Participate in the philanthropic process: establishing goals, performing due diligence, writing and vetting proposals, engaging in discussions that will persuade, debating merits, and reaching a collective decision.
4. Make funding decisions and learn about giving ‘smartly’ with a clearly articulated mission statement and set of goals.

### **Course Structure**

The course is designed to meet as a seminar for three hours each Monday during Spring Quarter. For the initial five weeks of the quarter, roughly the **first hour** will be devoted to lectures on key concepts. The **second hour** (roughly) will be devoted to guests, including donors and leaders of local nonprofits who will discuss contemporary practices of philanthropy. In the **third hour**, students will usually be divided into three workgroups of seven students, each focusing on a number of nonprofits within the four nonprofit themes (per #2 above). A Civic Engagement Scholar will facilitate weekly group sessions. For the second half of the quarter, the entire three-hour seminar will be devoted to group discussions and presentations, leading to a reception, at which time the class will award checks to the three selected nonprofits.

## Site Visits

During Weeks 3 and 4, students are required to visit two local nonprofits in Los Angeles. For safety, students may not make site visits alone and must be accompanied by at least one other student.

## Making Decisions (Week 10; June 5) and Presenting the Awards (Finals Week; June 12)

During class in Week 10, students will decide how to award the \$100,000. The minimum award is set at \$10,000 and the maximum at \$50,000. Students are expected to engage in meaningful negotiation, collaboration, and consensus building. On Monday of finals week (June 12), the class will host a small reception from 4-5:30 pm in the UCLA Faculty Center to present checks to the three winning nonprofits. Attendance at the reception is required.

## Grading for the Class

Board/group participation:	10%
Paper 1 and presentation:	10%
Paper 2 and presentation:	30%
Paper 3 and presentation:	40% (20% paper/20% presentation)
Paper 4:	10%

## Guidelines for Papers and Presentations

### ***A. Paper 1: Review of two nonprofits from the workgroup list (due Saturday, April 15)***

In a four- (or six-) page paper, each student will focus on two (or three) nonprofit agencies from an approved list. From information provided on the web and (in some cases) materials provided by the agencies, the student will identify the mission and goals of each agency and describe sample projects. The student will also discuss briefly why the work of the agency is important to the community served. The student will distribute **Paper 1 on Saturday, April 15** and present **Paper 1** during the Week 3 group sessions.

### ***B. Paper 2: Individual proposal presented to the section group (due Week 5; May 1)***

In a six-page paper, each student will submit a proposal to their workgroup, making clear and convincing arguments in support of one of the nonprofit agencies reviewed in **Paper 1**. The proposal should include: 1) brief description and history of the nonprofit; 2) evidence the nonprofit has 501c-3 status and, if applicable, an acceptable rating from *Charity Navigator*, *GuideStar* or *FindTheBest* (or another intermediary agency); 3) a summary of the annual budget; 4) description of two key projects being undertaken by the nonprofit over the past two years; 5) statement about how the nonprofit agency might use a grant ranging from \$10,000 to \$50,000; and 6) personal statement explaining why the work of the nonprofit is important to the community. In writing this paper, please be sure to incorporate the web-based information from **Paper 1** as well as information gathered during the site visit.

### ***C. Guidelines for the Group PowerPoint presentations (due Week 8; May 22) and Paper 3 (due Saturday, June 3)***

**The PowerPoint Presentation:** The oral PowerPoint presentation will be limited to a maximum of **30 minutes** (10 minutes per section) with no more than 24 PowerPoint slides (8 slides per section). The workgroup will select three students (one for each section) to deliver the oral presentation and a **Program Director** to introduce the presentation (5 minutes). The three sections will be as follows:

**Section 1 – Overview of the Nonprofit (4 pages; 10 minutes with 8 slides)**

Provide a succinct overview of the nonprofit organization selected by the workgroup for funding, including its mission, history, location, physical site(s) and general populations served, as well as the organization's structure and financial status (cite at least one external rating, as available).

**Section 2 – Project Description and Budget (4 pages; 10 minutes with 8 slides)**

Describe the specific project proposed for a class award and identify the project's primary objectives of the project. Include a description of the specific population(s) to be served and the issue(s)/problem(s) to be addressed. Present a proposed budget for the full award (\$50,000) and indicate what other financial or in-kind sources the nonprofit has allotted and/or is seeking for the project. Also indicate how funds would be used if grant was reduced to \$25,000 and to \$10,000.

**Section 3 – Timeline, Evaluation and Rationale (4 pages; 10 minutes with 8 slides)**

Discuss the timeline for implementing the project once the funds have been awarded. Identify two output and two outcome measures the nonprofit *might* use in the next ten months to determine whether the proposed project for funding is successful in meeting its objectives.

**Deadline:** For each group, the assembled PowerPoint must be emailed to Mr. Agustin Arredondo **no later than 9 am on Monday, May 22**. His office will be responsible for printing the PowerPoint presentations before the class meets.

**Paper 3:** The organization for **Paper 3** should be the same as the PowerPoint presentation. Divide the paper into three sections as outlined above; each section should be no more than 4 pages with a maximum of 12 pages for the full paper (excluding a title page and a table of contents). In Section 2, the budget should be explained with as much detail as possible; create a table if possible. You may not include appendix materials. The paper must be formatted as a WORD document, be paginated, and include a title page (with all student names), as well as a table of contents (2 extra pages).

**Deadline:** The electronic copy, which should be a WORD document, must be emailed to all students and to members of the teaching/administrative team **no later than 12pm pm on Saturday, June 3**. Mr. Arredondo's office will provide hard copies available for the final board meeting on Monday, June 5.

**Directors:** For each group, one student will be designated as an **Editorial Director** and one as a **Program Director**. The **Editorial Director** will be responsible for the final editing and proofreading of their group's paper and PowerPoint slides. They are also responsible for emailing both documents and meeting all deadlines specified above. The **Program Director** will introduce their respective group's presentation at the Board meeting on June 5 and be responsible for keeping each presentation on a tight schedule (also see page 7).

**D. Paper 4: Reflective Essay (due Finals Week; June 12).**

Using references to course readings, discussions, and other activities/experiences, each student will prepare a three- to four-page paper responding to a question/writing prompt that will be posed during Week 8 (May 22).

## Weekly Topics and Readings

### Week 1. Philanthropy as Civic Engagement

---

#### Monday, April 3

##### **Seminar** (120 minutes)

Overview of the course and questions to be discussed:

- a. What is philanthropy? What is the role of philanthropy in civic engagement?
- b. Who gives and why?
- c. How are charitable dollars distributed?

##### **Group Sessions** (60 minutes)

1. Review list of nonprofit agencies assigned to the workgroup.
2. Discuss the Web as a tool to discover the history, mission, and civic engagement of nonprofits.
3. Look ahead: Review scope and structure of **Paper 1 (due Saturday, April 15, 12pm)** and preview of nonprofit site visits.

##### **Read**

Lynn, E. and Wisley, S. (2006). Four Traditions of Philanthropy. In A. Davis and E. Lynn (Eds.), *The Civically Engaged Reader: A Diverse Collection of Short Provocative Readings on Civic Activity* (pp. 210-217). Chicago: Great Books Foundation.

Fleishman, J.L. (2007). *The Foundation: A Great American Secret: How Private Wealth is Changing the World*. New York: PublicAffairs. (Chapter 2: The Third Great Force: America's Civic Sector, pp. 71-89).

Fleishman, J.L. (2007). *The Foundation: A Great American Secret: How Private Wealth is Changing the World*. New York: PublicAffairs. (Chapter 3: Why They Give, pp. 91-104).

Dunfee, T.W. (2011). The Unfulfilled Promise of Corporate Philanthropy. In P. Illingworth, T. Pogge, and L. Wenar (Eds.). *Giving Well: The Ethics of Philanthropy* (pp. 243-263). New York: Oxford University Press.

### Week 2. Nonprofits and Due Diligence

---

#### Monday, April 10

##### **Seminar** (120 minutes)

Questions to be discussed:

- a. How do nonprofits qualify under 501(c)(3)?
- b. How are nonprofits organized, managed, and operated?
- c. What are the roles of volunteer boards and their fiduciary responsibilities?
- d. What criteria are used to rate nonprofits? What is due diligence?

Panel/Guest Presenters: To be announced

##### **Group Sessions** (60 minutes)

1. Updates on preliminary review of nonprofits and framing Paper 1 (**Reminder:** To facilitate your workgroup's Week 3 discussion/decision-making process, please send by **Saturday, April 15 at 12pm** a copy of your Paper 1 to: (a) each member of your workgroup; (b) your workgroup facilitator; and (c) Jennifer Lindholm. Please also be sure to review the papers you receive from your fellow workgroup members prior to class on Monday, April 17.

2. Discuss structure and questions to be covered during site visits (**to be completed by the end of Week 4**)
3. Consider how the Board's mission statement should be framed.

### **Read**

McKeever, B.S. and Pettijohn, S. (2014). *The Nonprofit Sector in Brief 2015: Public Charities, Giving, and Volunteering*. Center on Nonprofits and Philanthropy: Urban Institute.

Friedman, E. (2013). *Reinventing Philanthropy: A Framework for More Effective Giving*. Dulles, VA: Potomac Books. (Chapter 10: Choosing a Charity, pp. 105-116).

*Due Diligence Done Well: A Guide for Grantmakers*. LaPiana Consulting (Grantmakers for Effective Organizations). (Selected sections.)

## **Week 3. The Scope and Role of Nonprofits in Los Angeles**

---

### **Monday, April 17**

#### **Seminar** (90 minutes)

Questions to be discussed:

- a. What is the scope of charitable organizations and foundations in Los Angeles?
- b. How do nonprofits reflect the needs and character of the city they serve? What role does the nonprofit sector play in providing services?

Panel/guest presenters: To be announced

#### **Group Sessions** (90 minutes)

1. Bring with you to class the copies of **Paper 1** you received on Saturday, April 15.
2. Each student will give a 5-minute presentation focused on **Paper 1**.
3. Review and narrow the nonprofits.
4. Select visiting teams.
5. Finalize questions to be covered during the site visits (**to be completed by the end of Week 4**)

### **Read**

Kobara, J.E. (December 15, 2015). Vigilant Philanthropy. *The Huffington Post*.

Kobara, J. E. (February 24, 2015; Updated April 26, 2015). SMIRF's Up in LA. *The Huffington Post*.

## **Week 4. Making an Effective Case for Support**

---

### **Monday, April 24**

#### **Seminar** (entire session)

Questions to be discussed:

- a. What are the key elements of a proposal for funding?
- b. How can return on investment be evaluated?

Panel/guest presenters: To be announced

A review of scope and structure of **Paper 2 (due Saturday, April 29)** and presentation to group (**due Week 5; May 1**)

## Read

Brest, P. (2012). A Decade of Outcome-Oriented Philanthropy. *Stanford Innovation Review*.

Katz, S.N. (2005). What Does it Mean to Say that Philanthropy is “Effective”? The Philanthropists’ New Clothes. *Proceedings of the American Philosophical Society*, 149(2), 123-131.

## Week 5. Charity, Philanthropy, and You

---

### Monday, May 1

#### Seminar (90 minutes)

Questions to be discussed:

- a. What are the distinctions between charity and philanthropy?
- b. What are your personal giving priorities? What contributions can you make?
- c. What new fundraising perspectives and approaches are emerging?

Panel/guest presenters: To be announced

#### Group Sessions (90 minutes)

Begin presentations of nonprofits

1. Bring with you to class the copies of **Paper 2** you received on Saturday, April 29.
2. Each student will give a 10-minute presentation focused on **Paper 2**.

## Read

MacAskill, W. (2015). *Doing Good Better: How Effective Altruism Can Help You Make a Difference*. New York: Gotham Books. (Chapter 1: You Are the One Percent, pp. 15-25).

Singer, P. (2011). What Should a Billionaire Give—and What Should You? In P. Illingworth, T. Pogge, and L. Wenar (Eds.). *Giving Well: The Ethics of Philanthropy* (pp. 13-25). New York: Oxford University Press.

Tierney, T.J. and Fleishman, J.L. (2011). *Give Smart: Philanthropy That Gets Results*. New York: PublicAffairs. (Chapter 1: What Are My Values and Beliefs? pp. 21-48).

Friedman, E. (2013). *Reinventing Philanthropy: A Framework for More Effective Giving*. Dulles, VA: Potomac Books. (Chapter 14: Ten Smart Approaches That Work, pp. 149-165).

## Watch

60 Minutes Interview about the Giving Pledge (link to be provided)

## Week 6. Groups Select a Nonprofit to Advance for Funding

---

### Monday, May 8

Group sessions will be scheduled for three hours: Continue presentations; narrow to one nonprofit.

1. Continue student presentations of **Paper 2**.
2. Group discussion leading to a decision to fund one nonprofit based on individual presentations (Week 5/6) and the group’s funding priorities.
3. Group will outline the main arguments and summary points for the group’s presentation to the class; group will assign members to draft written proposal and PowerPoint presentation.

4. Preparation for the proposal and PowerPoint presentation will continue during Week 7.
5. Finalize Workgroup framing of proposed Board mission statement.

## **Week 7. Organizing for the Board Meeting**

---

**Monday, May 15** (three hours)

Guest Presenter: Geoffrey Raynor, President, *Once Upon a Time* Foundation (to be confirmed)

### **Organization of the class and assignments for the upcoming Board meetings and reception**

Board Assignments: one to two members from each workgroup will take on one of the following duties:

1. **Convening Directors** will determine the manner in which voting will occur at the Board meeting to determine the funding awards; they will also be responsible for determining the final wording of the Board's mission statement.
2. **Program Directors** will introduce their groups' presentations on May 22<sup>nd</sup> and keep each presentation on a tight schedule. During the June 5<sup>th</sup> Board meeting, these directors will also be prepared to represent their group and field questions about their group's proposal. When it comes time to vote, the program directors will be released from their "program mantles" and free to vote in any manner they please.
3. **Editorial Directors** will be responsible for the final editing and proofreading of their group's paper and PowerPoint slides. They are also responsible for emailing both documents and meeting all deadlines specified.
4. **Events Directors** will work with the Board's development director, Ms. Ambareen Naqvi, to plan the grant award reception at the UCLA Faculty Center. Each director will also represent their workgroup by giving a brief talk (~ 3 minutes) about why the nonprofit was selected and the importance of the program to be funded.
5. **Evaluation and Progress Report Directors** will devise a questionnaire to illuminate the students' experiences in class, the findings from which will be submitted as part of the class report to the *Once Upon a Time Foundation*. The directors will also review the requirements for the progress report for the agencies to be funded by the Spring 2017 class.

## **Week 8. Group Oral Presentations**

---

**Monday, May 22** (three hours)

The entire Board hears three presentations. Each oral presentation will be scheduled for 30 minutes; this must be a *PowerPoint* presentation of 24 slides or less (guidelines on page 3). The **Program Director** for each group will introduce the presentation (limit of 5 minutes); each presentation will be followed by 10-minute question/answer session, which will be moderated by the group's **Program Director**.

**NOTE: Paper 3 is due Saturday, June 5.** It is the responsibility of the group's **Editorial Director** to see that the paper is consistent with the guidelines and that the paper is submitted on time; see page 3 for the guidelines and deadline.

After the presentations, the scope and structure of **Paper 4 (due Monday, June 12)** will be discussed.

## **Week 9. Memorial Day Holiday—NO CLASS**

---

**Monday, May 29**

## **Week 10. The Board Meeting**

---

**Monday, June 5** (three hours)

The Agenda

1. Welcome: Board Members and Guests
2. Old Business
3. New Business – Funding Decisions  
Guidelines for discussion and decision-making (Convening Directors)  
Brief summary for each of the three proposals (Program Directors) Discussion and decisions about funding (entire Board; **limited to 90 minutes**)
4. Reports About Future Events  
Recommendations for progress reports due February 2018 (Evaluation and Progress Report Directors)
5. Plans for the Awards Reception (Events Directors)
6. Evaluation of the class experience (Evaluation and Progress Report Directors)

## **Finals Week. Reception to Award Checks to Three Nonprofits**

---

**Monday, June 12, 4-5:30pm**

The class will host a reception and present checks to the three nonprofits selected for funding. The reception will be held in lieu of a class final; attendance is required.