Meeting Date & Time: Mondays, 6-9:30pm
Place: Required remote instruction
Faculty Member: Doreen Swetkis, Ph.D.
Office: N/A
Office Hours: By appointment—Zoom
Phone: N/A
Email: swetkisd@evergreen.edu

Course Description: Over the last decade, there has been a wealth of research produced examining the role and, more significantly, the influence of US philanthropic initiatives and institutions. Through readings, lectures, guest speakers, workshops, assignments and seminar, some questions we will consider are: How did US philanthropy develop over time? How effective is philanthropy in making change? Change for whom, to what degree, and is it sustainable? Do philanthropists hold too much power and influence over our traditionally public arenas? What is e-Philanthropy? What are trends in giving past, present and future? An objective of this course is to help students working in (or interested in working in) nonprofit organizations to understand the role, impact, and influence of philanthropy more clearly on the US nonprofit sector.

Learning Objectives: In this course, students will
1. Gain knowledge about the history and nature of the US philanthropic sector and its context;
2. Develop an understanding of the uniqueness of the philanthropic sector, particularly in relation to the larger nonprofit sector;
3. Participate in a critique of US philanthropy;
4. Improve analytical, writing, research, and presentation skills.

Format of Assignment Submissions: Unless otherwise stated, all papers should be typed, double-spaced, 12-point font, and follow APA format and citation style. All written work will be of high quality, grammatically correct, clear and without spelling errors. Follow the Office of the Governor’s Guidelines for writing that is clear, concise, and accessible. If you require it, please contact the Graduate Writing Assistant; ask your faculty for contact information.

Late assignments: Are not accepted without prior-to-deadline approval by the faculty.

Remote Learning Details: This course will be delivered in 100% synchronous (live) sessions every Monday evening, starting at 6pm to approximately 9:30pm. Length of synchronous sessions will vary from week to week depending upon activities for a given class session. However, if a student finds themselves unable to participate due to technology, caregiving obligations, economic disruption, health risk, or illness, they can work with faculty to pursue alternate options to earn related credit. A student in this course is expected to have a stable internet connection, access to Zoom and Evergreen student resources (e.g., email, Canvas), and a computer with enough capability to allow a student to complete assignments, participate in class activities, and view the Zoom screen for when there are visual presentations.
Inclement Weather: Given that this course will be delivered in a 100% remote environment, inclement weather only applies to internet connection. If a student loses connectivity the night of class, please contact the faculty at the next available opportunity to discuss next steps. If you have not already done so, sign up to receive alerts about campus closing or other emergencies here.

Holidays for Reasons of Faith or Conscience: Please inform us in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that timeframe, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at: https://www.evergreen.edu/policy/holidays-reasons-faith-and-conscience-students

Accommodations: Accommodations are provided for any student who desires them through Access Services, the Graduate Writing Assistant, and the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition is regarded as confidential. Please refer to TESC’s Students with Disabilities Policy here.

Credit: Students will receive four (4) credits at the completion of the course if all expectations and course requirements have been successfully completed. Plagiarism (i.e., using other people’s work as your own without acknowledging the source), missing class, failing to complete one or more assignments, failing to participate in class activities, completing one or more assignments late (without having made prior arrangements) may be grounds for denial of full credit. Partial credit is an option for this course. However, no incompletes will be given.

Evaluation: A written self-evaluation and faculty evaluation are required for credit. All final evaluations (self and faculty) are to be submitted via our online evaluation system only no later than one week after the last class. An evaluation conference is optional.

Course Equivalencies for Evaluation: 4 credits in Philanthropic Studies

Other Expectations of Students and Faculty: We commit to promoting a cooperative, supportive atmosphere within the community; giving everyone opportunity for self-reflection and expression; using high standards in reading the text and in preparing our papers, lectures, and comments in seminar; handling all disputes in a spirit of goodwill; respecting our differences; discussing any problems involving others in the learning community directly with the individuals involved.

We abide by the social contract, the student rights & responsibilities and the non-discrimination policies and procedures at TESC.

All students are expected to support and contribute to a well-functioning MPA classroom. Behavior that disrupts the class may be grounds for disciplinary action, up to and including dismissal from the MPA program.

Guest Policy: Except for guest speakers, people who are not officially registered for the class should not be part of this elective course. If guests want to observe the MPA program, they should contact one of the MPA program staff to schedule a visit to MPA Core.
Permission to Record Lecture, Workshop and Other Similar Discussion: If a student in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of reasonable accommodations, then this student would need written permission via email or other acceptable forms of documentation, from all participants in the activity (i.e., guest speakers, faculty, students registered in the class) and would need to give a reasonable time period in advance of the recording (usually 5 business days). Written consent would need to be obtained before the recording begins. Any of the participants have the right to deny this request.

Communicating with Each Other: Evergreen email and Canvas are our primary means of communication. You are responsible for checking Evergreen email and our course Canvas site regularly.

I reserve the right to make changes to this syllabus.

Texts

REQUIRED


RECOMMENDED BUT NOT REQUIRED


Additional readings will be posted to Canvas.

Assignments

Assignment #1: Personal Reflection Paper
Purpose: Professional reflective writing is a standard practice that can help the practitioner uncover patterns, unpack experiences, and link theory to practice as well as provide a starting point for getting to know one another. NB This reflection piece will be shared with the class and be part of small group work.

Instructions: 1-2 pages, typed, double-spaced, no APA formatting required.
In preparation for the course, reflect on these specific questions about philanthropy:

- How much do you know about the philanthropic sector?
- How do you view philanthropy in relation to the nonprofit sector as a whole?
- What knowledge, skills or abilities would you most like to grow or build on in this course?
- If you worked for a philanthropic organization one day, what are some characteristics you would look for in the organization? Are any of these characteristics unique to working in the world of philanthropy?
- As we embark on this journey, discuss some aspect of the Week 1 readings that piqued your interest. Please reference the relevant reading(s) in your reflection paper.

**Key Skills:** creative and reflective writing, self-analysis, and begin the journey to understanding the subject matter

**Assignment #2: Philanthropy in the News**

**Purpose:** Understanding emerging issues in philanthropy is fundamental to advocating effectively for change, whether approaching from within a philanthropic institution or from a nonprofit organization seeking funding. This assignment allows students to learn from each other about a bevy of current issues in the nonprofit sector.

**Instructions:** 1-page talking points for presentation to the class; no APA formatting required. Find a current news story (i.e., no more than one month old) related to philanthropy and be prepared to give a one-minute oral presentation (no audio-visual aids) that summarizes the story and explains its relevance to the course content. Submit a link to the story in your assignment submission and incorporate at least one relevant concept from our readings.

**Key Skills:** small group presentation, concise writing

**Assignment #3 Critical Thinking Paper on Decolonizing Wealth:**

**Purpose:** This is not just a summary of the readings. Critical thought and reflection require you to assess the assumptions and positions of yourself, and between people in groups and organizations. This practice is important to managers and leaders because it helps us understand how we co-create and socially construct our perspectives in relation to each other.

**Instructions:** 2-3 pages double spaced. Use APA formatting. There is no need for a reference page. You task is to critically read and respond to the assigned reading. Elements to consider in addition to what is mentioned above are

- to assess the author’s argument, discussing both strengths and weaknesses,
- how you would approach the argument from a different perspective, and
- what does the author’s argument mean for the future of philanthropy.

**Key skills:** demonstrated understanding of assigned material, analytical and synthesized writing, critique.

**Assignment #4: Analysis of a Philanthropic Foundation:**

**Purpose:** Successfully working any sector (public, private, nonprofit) means having an understanding of how philanthropy collaborates, as well as influences the work we do. Therefore, investigating a philanthropic organization will help the student gain an understanding
of what is happening in the philanthropic sector, and links theory to practice.

Each student will complete an organizational analysis of a philanthropic institution. Please do not choose a foundation from which you have received funds within the last 5 years. **Interview the executive director or someone else with organizational decision-making authority.** You will not need to complete a Human Subject Review application if you follow the parameters outlined in class. Provide citations and references and be prepared to deliver a 10-minute **presentation** of your analysis in class Week 10.

The paper will need to include a description and analysis of the foundation’s
- Size (personnel and budget), structure, revenue sources & overall finances, board;
- History, mission, vision, strategy;
- Although COVID relief is going to be a priority for many/most foundations, look beyond that obvious priority and report on a) funding priorities before COVID; b) funding priorities post-COVID. This would be a good interview question.
- Services or goods provided, statistics describing those services/goods, and any data on effectiveness/efficiency and overall reputation;
- Challenges and/or lessons learned; innovations implemented; future pursuits;
- Relationship to other sectors and/or non-profit organizations;
- Relationship to issues and topics discussed in the course.

*Key skills*: data gathering and analysis, critical thinking and synthesis, analytical writing

**Course Schedule**
The course schedule will be posted as weekly Canvas modules. In order for students to be prepared for the first week of class, here is the Week 1 schedule:

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Origins of US Philanthropy</td>
<td>Gospel of Wealth (on Canvas)</td>
<td>None</td>
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<tr>
<td></td>
<td>New Gospel of Wealth (on Canvas)</td>
<td></td>
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<tr>
<td></td>
<td>Introduction and Chapter 1 (Levy) in Reich, Cordelli &amp; Bernolz text</td>
<td></td>
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