

COMM 495: Philanthropy and Social Entrepreneurship. 3 credits

**A Special Topics Course, Spring 2013
MWF 1:10-2:00 PM LA 302**

Instructors: Dr. Greg Larson, Associate Professor, Communication Studies

Greg.Larson@mso.umt.edu, 243-4161, LA 357

Office Hours: M & W from 9:30 to 11 a.m. or by appointment

Dr. Andrea Vernon, Director, Office for Civic Engagement

Andrea.vernon@mso.umt.edu , 243-5159, DHC 015

Office Hours: by appointment

SYLLABUS

Course Overview

Through the lens of philanthropy and social entrepreneurship, students in this course will study and experience social responsibility and community building as a means to address and resolve some of the big problems facing society. As individuals and organizations attempt to address these problems and enact social change to create a more just and equitable world, philanthropic and socially entrepreneurial giving strategies are more commonly being used.

The course will teach you about the growing philanthropic movement at local, national and global levels to combat the most pressing contemporary challenges facing society such as poverty, environmental degradation, and disease. Students will learn about the strengths and limitations of philanthropy and social entrepreneurship as models for addressing contemporary social problems, and in doing so, better understand the overall challenges related to enacting social change.

COMM 495 is an experiential learning opportunity for you to study and engage in philanthropy as a tool for social change and community engagement at the local level. In this course, you will study and critique how innovative philanthropists and social entrepreneurs support social change and influence public policy to tackle complex, critical issues. In doing so, you will engage the continuing search to find the most innovative and effective ways to organize, communicate and allocate resources to solve social and environmental problems.

This course uses a multidisciplinary lens to explore models of philanthropy and social entrepreneurship and their impact on social change, drawing from communication studies, nonprofit administration, sociology, critical management studies, and economics. Complex social problems need to be studied from multiple disciplinary approaches. For example, one cannot adequately study poverty without delving into its roots in economic, political, and social policy. In addition, adequate means of communication are critical for not only understanding the problems themselves, but also for organizing to create changes.

Course Goals

Communication 495 will:

1. Teach students about philanthropy including the history, purposes, and models of philanthropy and social entrepreneurship to engage in social change at local and global levels; from small-scale individual donations to complex multi-billion dollar donations.

2. Introduce students to the ways in which nonprofit organizations shape community life and contribute to transformational social change, and the models of partnership and collaboration among nonprofit organizations with philanthropists, government and businesses.
3. Challenge students to engage the ways in which wealth, power and influence shape philanthropic organizations and, subsequently, the public agenda. As the wealth gap in the United States and around the world increases, students will explore the benefits, costs and consequences of wealthy philanthropists, social entrepreneurs, and philanthropic organizations (foundations) as key sources for addressing social problems.
4. Engage students in a community needs assessment to critically analyze them in the context of resource development and allocation.
5. Provide students with a philanthropic experience to gain a deeper understanding of societal issues, encourage leadership, critical thinking, and effective communication.
6. Introduce students to successful corporate philanthropists and social entrepreneurs through guest speakers from the wider Missoula and Montana community who will speak about their experiences first-hand.
7. Present students with the opportunity to build self-awareness and develop their own sense of citizenship in the 21st Century global society.
8. Emphasize the use of excellent communication skills, both in writing, presenting, and interactions with community organizations and in-class panels. Students will speak in front of the class and/or in small groups, complete writing assignments, and will communicate with community partners.

Learning Outcomes

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

1. Identify strategies in which individuals and foundations engage in philanthropic giving to address social problems and effect social change locally and globally.
2. Understand and critique the role of philanthropy and the nonprofit sector in society and the economy.
3. Understand the impact of community service and grant-making on community organizations' strategies for meeting needs and creating sustainable social change.
4. Identify strategies and critique methods philanthropists and social entrepreneurs use to organize, communicate, and enable social change.
5. Understand critical debates and ethical issues surrounding philanthropy and develop an informed opinion about these issues.
6. Understand the community-based philanthropic grant-making processes.
7. Demonstrate communication skills for interacting in professional settings, making presentations to professional audiences, and relating philanthropic ideas that connect with other courses, individual career aspirations, global citizenship, and personal areas of one's own life.

Experiential Philanthropic Project

The experiential philanthropic project is a center piece of the course. The philanthropic project is funded by the *Learning by Giving Foundation*. UM is one of 26 universities (including UC Berkeley, USC, Tufts, Cornell, Columbia, and Brandeis) across the country funded by this unique foundation to support courses that educate the next generation of philanthropic leaders.

The experiential philanthropic project will engage students in learning about community needs, issuing a request for proposals to the public, reviewing real proposals from local nonprofit organizations, and debating the merits of each proposal before collectively making final funding decisions to allocate \$10,000 in the Missoula community. Grants of at least \$2,000 each will then be used by local Missoula nonprofits to further their missions. This project is a unique and impactful opportunity for you to explore theoretical concepts in relationship to practice as you engage in your community as grantmakers. This experience has the potential to be one of the most memorable academic experiences for you and can help set the path for you to become leaders around campus and in the community in engaging issues of social responsibility.

Attendance/Punctuality/Participation

Attendance in this class is critically important. You are expected to attend class every day and to come to class on time and prepared. Much of the work in this class is activity and discussion-based, your attendance each class period to discuss and debate the readings and participate in activities is essential to the success of the course and the grantmaking project. You will receive a grade for your attendance and participation in daily class discussions. Unexcused absences and tardiness will result in the loss of participation points (3 points per unexcused absence, 1 per tardy). Cell phone use (text messaging) is not allowed in class.

Special Assistance

If some extenuating circumstances beyond your control prevent you from meeting your expectations for your attendance and performance, we expect you to contact us immediately. It is important that you contact us sooner rather than later.

Notice to Students with Documented Disabilities

We encourage students with disabilities, including but not limited to, chronic diseases, learning disabilities, head injury and attention deficit/hyperactive disorder, to discuss with one or both of us, after class or during office hours, appropriate accommodations that might be helpful to you.

Due Dates

A late written assignment will be penalized one full grade for each day it is late unless arrangements are made with instructors ahead of time. Presentations must be delivered on the day that they are due.

Backup Copies

You are responsible for keeping back-up copies of all work that you do for the class.

Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code.

Requirements of the Course/Grading

Assignment	Points Available
Participation	50
Reading Assignment Discussion Questions	50
Community Needs Assessment Report & Critique	100
Grantmaking Project & Committee Work	200
Final Exam and Reflection Paper	100
Total Points	500

Reading Assignment Discussion Questions:

Throughout this course, you will engage in readings, discussions, and community-based work that will consistently expose you to various disciplinary perspectives on social problems and philanthropic means to address them. Reading materials are drawn from various books, journals, reports, and websites. The course calendar notes when specific readings are assigned. In addition to reading the assigned material, students will type out and hand in a set of five discussion questions for a total of 10 reading assignments. There are more than 10 reading assignments, so students can pick the specific ones they want to do discussion questions for and turn in as a graded assignment. For each reading assigned, ALL students are expected to have read the material and be prepared to discuss it in class.

Criteria for Discussion Question Assignments

You are expected to turn in 5 discussion questions for 10 reading assignments throughout the course for a total of 50 possible points. Discussion questions should demonstrate that you have thoroughly read the material and thought about implications of ideas and information presented by the writer. They should show relevance to our specific class based on our discussions, guest panels, and the grantmaking project. Students will turn in typed and printed discussion questions at the beginning of the class in which we will discuss the reading.

Standards for Discussion Question Assignments

In addition to the above criteria, high quality discussion questions should be (1) engaging – asking thoughtful questions to get discussion started, keep it interesting; (2) relevant – asking questions that connect to what we've done in class; and (3) enhancing – asking questions that contribute to furthering our insight and understanding of the topic. Discussion question assignments that meet these criteria and standards will receive full credit of 5 points and denoted by ✓. Discussion questions that fall short of these expectations will receive partial credit of 2 points and denoted by ✓-.

Community Needs Assessment Reports

Students will work in groups of 3 to 5 and embark on assessing needs in the Missoula community by doing library research and conducting interviews with nonprofit organizations providing direct services to meet needs. As in any community, Missoula has a wide variety of needs that include the following areas:

Environment	Youth	Arts and Culture
Education	Elderly	Hunger
Animals	Health	Homelessness

Student teams choose a specific community need to research. Teams will work with UM librarian Megan Stark to conduct preliminary research about the need. This research will lay the foundation for the context of the teams' interviews with one or two local nonprofit organizations serving to meet needs in one of these areas. Student teams will write a collective report synthesizing the research base on the issue they investigated and its context in Missoula. Through interviews with organizations, students will determine (1) the magnitude of the issue in the community (depth and breadth of the problem); (2) how the issue is being addressed in the community (services and programs being provided); and (3) by whom, what are the gaps in terms of programs, services, policies, etc. Teams will present their needs assessment reports to the class and turn them in for a letter grade. After hearing all of the community needs report presentations, the class will prioritize the issues of importance and then come to consensus on which issue(s) the Class Foundation will focus its grant-making on.

Criteria

Students will conduct library research and in-person interviews with community organizations in a professional manner. Students will write a report that provides a strong overview of the *community need under study*, *NOT an overview of the organization(s) they have interviewed*. Students will condense information obtained through their research and interviews into a concise document highlighting the most informative and critical pieces of information pertaining to community needs in the three content areas listed above to help the class prioritize the need areas for funding considerations. All student group members are expected to contribute equally to the project by researching, interviewing, writing, and presenting (students will evaluate their teammates). Papers should be no shorter than 3 pages typed (single-spaced) with appropriate headings. Group presentations should be at minimum 15 minutes long. Appropriate headings/report sections include:

1. Brief statement of the need – What is the need? What is the problem that is being addressed? Include a broad statistics about the need at the national and/or state level.
2. Magnitude of the Issue – What does the need look like in Missoula? How widespread is it? Include local statistics about the scope of the need.
3. How & Who – How is the need currently being addressed in Missoula? What programs and services exist to meet this need? What organizations are doing this work?
4. Gaps – Where are we falling short as a community in terms of meeting this need? What is left to be done?
5. Considerations – What recommendations does your group want the class to consider as they determine funding priorities? How could the class funding potentially help to close the gap and meet this need better?

Standards

Higher quality reports and presentations will include information in the areas stated above. Lower quality reports are missing at least one of the previously listed components and/or lack evidence of thought or critical analysis. In addition, lower quality papers and presentations focus more on the organization than on the topic of need. Finally, individual grades may be adjusted based on the evaluations that the student receives from teammates.

Grant-making Project and Committee Work

All students will participate in the major component of the class, which is the experiential grant-making project. Students will create a Class Foundation with funding priorities based on specific student-researched needs of Missoula County. Students will develop a Request for Proposals (RFP), evaluate those proposals, and decide which proposals to fund. The grant funding for the class is made possible by the generosity of the Learning by Giving Foundation, founded by Doris Buffet. The class will simulate a foundation board with the goal of

making funding decisions for grants totaling \$10,000 to nonprofits in the Missoula community. The organizations that are selected to receive funding must be recognized as nonprofits (501c3 status) and no disbursements can be made in amounts smaller than \$2000. Students must maintain confidentiality about the process, discussion, and decisions throughout the grant-making project.

Student committees will be established to take on the work associated with various aspects of the grant-making process. Students will participate on one committee and sign-ups will occur in class on 2/4. Committees include:

Marketing – This committee will be tasked with marketing the RFP to the broader Missoula community. This will involve website work, email announcements, and possibly radio/TV coverage, press releases, etc.

Evaluation Process / Facilitation of Decisions – This committee will be tasked with coming up with the evaluation process for the grant proposals and facilitating the class discussion.

Awards/Rejections & Ceremony - This committee will develop and send out the award letters and rejection letters to applicants and plan the end-of-the-semester awards ceremony.

Criteria

Due to close public interaction in this course it is imperative that students conduct themselves in a professional manner both in class and when dealing with the public outside of class. Students in each committee will be required to complete the tasks assigned (as outlined above) and with strict adherence to established timelines and due dates. Students will need to work effectively as a team and individual students are expected to share workloads evenly. Outside of committee work, each student is expected to contribute fully to the grant-making process, including participating in discussion and decisions about focus areas, review and evaluation of proposals, discussion and decisions about final funding, and the final award ceremony.

Standards

Professional-level outputs are expected from each committee and each student. Committee work needs to demonstrate effective team work and thoughtful, high quality products. High-level student participation will demonstrate involvement in all aspects of the process.

Final Exam and Reflective Essay

Students will write an essay final exam which includes a reflection essay at the conclusion of the semester, demonstrating evidence of learning from the course in relation to stated course learning objectives in addition to any unintended impacts.

Criteria

The final exam will consist of essay questions regarding course material. Students are expected to complete their answers on their own, with only the use of notes and course material (not each other). There are no limits to the length of the responses, only that they be complete. The reflective essays should be between 2 and 4 pages typed single-spaced. Writing should be guided as follows:

- Reflect on the assumptions you brought to the course, how did your perspectives on philanthropy change?
- Reflect on how you will use what you learned in this class in your future personal, professional, and/or academic endeavors.
- Reflect on the grant-making process – What worked? What would you change?

Standards

High quality exams will address the questions asked in complete form. High quality reflection essays include the components mentioned above, are well-written, and show critical thought. Lower quality exams are incomplete in some manner (e.g., not fully answering a question or missing an important component). Low quality reflection essays are too brief or shallow, have writing mistakes, do not show any evidence of critical thought, and/or do not follow the guidelines provided.

Extra-Credit Opportunity

The Learning by Giving Foundation is offering a video contest that could win a local nonprofit organization \$1000 or more! Students in our class have the opportunity to create a short video highlighting a local nonprofit organization that has benefitted from the philanthropy class at UM in the recent past. More details to come...

Letter grades for all assignments are figured as follows:

- A = Outstanding - goes beyond expectations**
- B = Good - above average**
- C = Satisfactory - meets minimum requirements**
- D = Unsatisfactory - does not meet some requirements**
- F = Failing -- Does not meet requirements**

Grade	Percent
A	100-93%
A-	92-90%
B+	89-88%
B	87-83%
B-	82-80%
C+	79-78%
C	77-73%
C-	72-70%
D+	69-68%
D	67-63%
F	Below 63%
✓	Full credit
✓-	Half credit

Class Outline (tentative)

WEEK	MONDAY	WEDNESDAY	FRIDAY
Week #1: 1/28-2/1	Course Introduction and Overview	Student Introductions; History of the Nonprofit Sector. Reading #1 Due: Egger (2004)	Today's Nonprofits; Reading #2 Due: Trends in Northwest Giving (2012) Sign up for Community Needs and Committees
Week #2: 2/4-2/8 <u>Volunteer Fair</u> : UC, Feb. 4-5	What is Philanthropy? Reading #3 Due: Montana Nonprofit Sector Report (2012)	Motivations for giving Reading #4 Due: Singer (2006)	Foundations
Week #3: 2/11-2/15	Philanthropy and the American Economy Reading # 5 Due: Schmitz (2012)	Small Groups and Decision Making Processes Reading #6 Due: Tubbs (2012)	Grantee (former) Panel
Week #4: 2/18-2/22	HOLIDAY!	Community Needs Assessments – Research (Guest: Megan Stark, UM Librarian, Class meets in Library Student Learning Center)	Foundation Panel
Week #5: 2/25-3/1	Needs Assessments and Interviewing Protocol Reading #7 Due: Lindlof & Taylor (2002)	Power and Critique Reading #8 Due: Cheney et al (2011).	Power and Critique Reading #9 Due: Rogers (2011)
Week #6: 3/4- 3/8	Social Entrepreneurs Reading # 10 Due: Dees (2011) Reading # 11 Due: Bornstein Chapt 1 (2004)	Social Entrepreneurs Reading #12 Due: Girls on the Run Reading #13 Due: Bornstein Chapter 2	Social Entrepreneur Panel Reading #14 Due: Bornstein Chapter 18
Week #7: 3/11-3/15	Community Needs Reports	Community Needs Reports	Community Needs Reports
Week #8: 3/18-3/22	Identify Funding Priorities	Build Request for Proposals	Post and Market the Request for Proposals
Week #9: 3/25-3/29	Assessing the Impact of Philanthropy Reading #15 Due: Bishop & Green (2008)	Assessing the Impact of Philanthropy: Guest Speaker	NO CLASS
Week#10: 4/1-4/5	SPRING BREAK!		
Week #11 4/8-4/12	Reading 990s (Guest: Kathy Burgmeier from UM Internal Audit)	Negotiation Reading #16 Due: Lewicki, Barry & Saunders (2007)	Grant Proposals Due Tips for Reviewing Proposals (UMCUR)
Week #12: 4/15-4/19	Grant Proposal Review	Grant Proposal Review	Grant Proposal Review
Week #13: 4/22-4/26	Grant Proposal Review	Pick Site Visits	Conduct Site Visits
Week #14: 4/29-5/3	Conduct Site Visits	Begin Funding Decisions	Finalize Funding Decisions
Week #15: 5/6-5/10	Future of Philanthropy Reading # 17 Due: Bernholz (2013)	Future and Trends	Reflection on Class and Grantmaking Experience
Week #16: FINALS WEEK	Grant Awards Ceremony, Thursday, May 16 at 3:30		

Reading Assignments (additional readings may be assigned during the semester)

1. “*Brother, Can you Spare a Dime? A Brief History of the Handout*” pages 1-23, by Robert Egger in Begging for Change, 2004, HarperCollins, New York.
2. Trends in Northwest Giving 2012 Report from Philanthropy Northwest at http://www.philanthropyNW.org/s_pnw/bin.asp?CID=8175&DID=56039&DOC=FILE.PDF
3. 2012 Montana Nonprofit Sector Report at <http://www.mtnonprofit.org/> Click on the link in the left hand tab that says “Montana’s Nonprofit Sector”. The Sector Report website contains several links to access different parts of the report. Please read information on each of the links.
4. “*What Should a Billionaire Give and What Should You?*” by Peter Singer in The New York Times Magazine, December 17, 2006 at <http://www.utilitarian.net/singer/by/20061217.htm>
5. “*Look to Nonprofit Sector to Create Jobs*” by Paul Schmitz in CNN Opinion, October 19, 2012 at http://www.cnn.com/2012/10/19/opinion/schmitz-nonprofit-jobs/index.html?eref=mrss_igoogle_cnn
6. *Decision Making Processes*, pages 282-309 by Stuart Tubbs in A Systems Approach to Small Group Interaction, 2012, McGraw Hill, New York.
7. *Asking, Listening and Telling*, pages 170-208 by Thomas Lindlof & Bryan Taylor in Qualitative Communication Research Methods, 2002, Sage, Thousand Oaks, CA.
8. *Power and Control in Organizational Life*, pages 253-286, by George Cheney, Lars Thøger Christensen, Theodore Zorn and Shiv Ganesh in Organizational Communication in and Age of Globalization, 2011, Waveland Press; Long Grove, IL.
9. “*The Hidden Costs of Million-Dollar Donations*” by Robin Rogers in The Washington Post, December 30, 2011 at http://www.washingtonpost.com/opinions/the-hidden-costs-of-million-dollar-donations/2011/12/20/gIAZpC1QP_story.html
10. *The Meaning of Social Entrepreneurship* by J. Gregory Dees. 2001, Duke University: The Fuqua School of Business. Available online at http://www.caseatduke.org/documents/dees_sedef.pdf
11. *Restless People* (Chapter 1) by David Bornstein in How to Change the World: Social Entrepreneurs and the Power of New Ideas. 2004, Oxford University Press; Oxford.
12. *From Little Acorns Do Grow Great Trees* (Chapter 2) by David Bornstein in How to Change the World: Social Entrepreneurs and the Power of New Ideas. 2004, Oxford University Press; Oxford.
13. *Girls on the Run* by Paul Bloom. 2007, Duke University: The Fuqua School of Business. Available online at http://www.caseatduke.org/documents/girlsontherun_case.pdf

14. *Six Qualities of Successful Social Entrepreneurs* (Chapter 18) by David Bornstein in *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, 2004, Oxford University Press; Oxford.
15. “The Age of Philanthrocapitalism” pages 1-12, by Matthew Bishop and Michael Green in *Philanthrocapitalism: How Giving Can Save the World*, 2008, Bloomsbury Press, New York.
16. *Strategy and Tactics of Integrative Negotiation* pages 58-82, by Roy Lewicki, Bruce Barry and David Saunders in *Essentials of Negotiation*, 2007, McGraw Hill: New York.
17. “*Philanthropy and Social Economy: Blueprint 2013*” by Lucy Bernholz of Grantcraft at <http://www.grantcraft.org/index.cfm?fuseaction=Page.ViewPage&pageId=3744>

Additional interesting websites and articles...

Resource Generation: Organizing young people with financial wealth to leverage resources and privilege for social change <http://www.resourcegeneration.org/>

United for a Fair Economy: a network of business leaders, investors, and inheritors in the richest five percent of wealth and/or income in the U.S. who believe that growing inequality is not in their best interest, nor the best interest of society http://www.faireconomy.org/responsible_wealth

Patagonia Road Tests New Sustainability Legal Status by Creating a Benefit Corporation, a new legal structure that gives directors legal ability to consider social and environmental missions over financial returns <http://www.bloomberg.com/news/2012-01-04/patagonia-road-tests-new-sustainability-legal-status.html>

Duke University, The Fuqua School of Business, Center for the Advancement of Social Entrepreneurship. <http://www.caseatduke.org/>