

EDUC 769-001

Philanthropy and Higher Education

Fall 2017

*Course Syllabus*¹

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Introduction and Purposes of the Seminar

Themes of Consideration

This seminar is organized to address two related themes. First, it provides a historical, philosophical, and organizational overview of the role and practice of philanthropy in the United States. This first theme is explored within the context of United States society as it is experiencing dramatic changes in its economic and political environments. Philanthropy has always played an important role in our society, especially during times of significant change. Accordingly, we will explore the roots of philanthropy in Western thought (with some consideration given to other traditions as well), how it came to be integral to the formation of American public, private and institutional life, and some of contemporary trends and challenges shaping the field.

This rather general theme is then considered in the immediate context of American higher education with special reference made to the ways that philanthropic giving has influenced the formation of U.S. colleges and universities and how recent trends in philanthropic support could be reshaping higher education's values and practices. In looking at pivotal contemporary cases, the seminar examines the implications for leadership, scholarship, policy, and practice in higher education that are associated with an increasing reliance on all forms of external support. It also introduces participants to various forms of philanthropic activity from the perspective of both donors and recipients, with the goal of shaping an increased awareness of the complexities and the interdependent processes that are inherent in either role.

Participation in the Seminar

The seminar has attracted different participants over the last nine years. It began as an introductory course for graduate students who might be considering a professional role in the broad areas of philanthropy and advancement, but it also proved of interest to aspiring higher education faculty and administrators who wanted to know more about this

¹ The syllabus is not a contract, it is a plan. The version that is released prior to the semester is primarily intended to provide students with information about the course before they arrive at the first class, and allow them to prepare for an initial discussion of the subject matter. The syllabus will be revised based on student interests if possible and to reflect decisions reached by the class regarding the three main project assignments. Each version of the syllabus will be dated so that any future changes can be tracked. When changes are made to the syllabus, it will be announced on the C-Tools site and in class.

emerging field. Recently, students from disciplines outside of higher education have also been attracted to the seminar and have made stellar contributions drawing on their various insights. The seminar now welcomes all of these groups plus individuals who have some background in business, policy studies, social work, law, non-profit management, and of course philanthropy. In the past, a few advanced undergraduate students and students from other institutions have occasionally been approved to take the course. In short, the seminar draws on a diverse audience of students at many levels of their educational experiences and often from a range of academic disciplines.

Intellectual Home: Center for the Study of Higher and Postsecondary Education

The Center for the Study of Higher and Postsecondary Education (CSHPE), founded in 1957 with a grant from the Carnegie Corporation of New York, has consistently been ranked as the nation's leading academic program in its field for decades. CSHPE takes an inter-disciplinary approach to examining higher education and higher learning in society. It enrolls students at the doctoral and master's level.

Framework and Context of the Seminar

While philanthropy plays an increasingly important role in the vitality of American society, it is an old idea, one that is as deeply rooted in our lives as democracy, free enterprise and the interplay of individual and collective interests. As early readings in the seminar will illustrate, it has contributed to the unique evolution of our culture and has shaped our social institutions. While clearly influencing the larger societal culture, it operates with its own place within it. In some ways it is a culture of its own, represented by its own traditions, norms, language, and rituals. Philanthropy is popularly known through obvious activities which involve the transfer of wealth, power, and opportunity between individuals and institutions, but even these routine practices may obscure its drama in studied nonchalance, veiled language, and ritual.

While always important to the history and growth of higher education in the United States, philanthropy is taking on an even more significant role in its modern forms. Once generally thought of as the defining characteristic of private institutions, it now is a crucial component in providing support and enhancement for public institutions as well. This trend toward greater reliance on philanthropy for university innovation and distinction (but also for student access and sometimes for maintaining basic functions) is indicative of a continuing evolution in our sense of what we think of as "private," "public," and "independent" in our social and political economy. While this tension reflects some of the basic arguments that surrounded the first years of American constitutionalism and the precise border between the public and private aspect of colleges and universities has always been shadowy (the current Broadway musical "Hamilton" makes this point well), there is a question to be considered upon which may hang the future of education as a public good.

The University of Michigan has integrated these elements of sponsorship and support since its founding. Michigan has often been described as a "Public Ivy", and is sometimes viewed as an emerging model in American higher education: A great public university sustained and distinguished by significant private support. Because Michigan has a well-established and particularly sophisticated infrastructure for raising external support with record setting results (and the tension between its public and private nature is increasingly evident), we will occasionally draw on examples from our own campus to illustrate some of the concepts of the seminar.

In summary, through this seminar we will attempt to:

- Establish a general orientation to the field of philanthropy,
- Explore theoretical frameworks which lead to an understanding of the essential processes at work when resources are voluntarily distributed to support a public cause,
- Connect those frameworks to interests and activities pursued in the context of higher education,
- Gain an exposure to current literatures and information sources that might be helpful to a faculty member, administrator, researcher, fund raiser, or future donor with an interest in furthering educational opportunities, and
- Explore current issues and practices in the field.

Course Expectations and Summarizing the Teaching Strategy

The approach to the seminar and the underlying teaching strategy reflect a number of assumptions:

Students bring different experiences, motivations and learning styles to the classroom. The implications of this observation not only include the challenge to bring a wide range of ideas forward through readings and discussion, but also the need to recognize that some students might be taking the class as a basis for further research, others to broaden their career opportunities, out of an interest in higher education or curiosity about the non-profit sector. Of particular interest is the way in which individuals from different perspectives think about the practice of philanthropy, how the concepts of wealth and legitimacy are intertwined, and how philanthropy is understood from different cultural and personal viewpoints.

The subject matter (philanthropy and higher education) can be approached in a variety of ways. As we will discover, much of what is written about philanthropy as a general subfield of study is derived from the work of practitioners, historians, and occasionally psychologists and economists. But there are many different ways to approach this seminar and we will try and entertain thoughts from a wide range of disciplinary and practice-related perspective.

Students learn in different ways. This is less of a problem than an opportunity in that it means we can exchange information in several different modalities and learn from one another. While we will use some of the traditional approaches common to a graduate seminar (readings, discussion) we will also try different ways to make the material presented relevant and accessible. Overall, we will respect the tradition established by John Dewey when he taught pedagogy at the University of Michigan over a hundred years ago: we will use the “circumambulant experience of learning through action” to apply lessons from prior scholarship while we enact the process we are studying.

Philanthropy is practiced in all the world’s cultures. Traditions differ, but every society has some form of philanthropy. It is important to know this, but the seminar is not able to explore all of these many dimensions – there is not time and the formal scholarship that describes them is not yet extensive. If you have a particular interest in the ways that different cultures approach philanthropy, please let me know and we will look together for good source material.

Learning and philanthropy are each inherently transformational processes hidden in transactional exchanges. This principle is central to the seminar. It has implications for the ways in which learning (and philanthropic exchange) go beyond a redistribution of information or resources between individuals and can have the larger impact of reshaping identities and purpose. This creates a shared opportunity for teacher and student (or beneficiary and benefactor) to expand the parameters of what passes between them and to take greater responsibility for the outcomes of their interaction.

As suggested, traditional course expectations (such as reading, discussions and writing assignments) will form the “transactional” spine of the seminar and there will be grades and feedback as typically surround teacher-student roles. But consistent with the theme of the course, we know that these things are largely incidental to the reason we are sharing time within the seminar. The greater goal is to

*learn something,
to think differently about the issues we consider and
to build the capacity to act with greater effect in ways that reflect
our personal and professional values.*

I think it is important to keep a focus on these more transforming changes over the course of the semester—and beyond. It is equally important given the diversity of student experiences and backgrounds (and the limitations of the instructor) that we really listen to each other and attempt to learn together with respect and deep consideration.

The central importance of discussions in the seminar

Because expectations and norms for participation sometimes differ across disciplines and scholarly traditions, and because we are fortunate to draw on students from so many different backgrounds, it should be spoken that in this seminar we will foster (and expect):

- **High involvement from all participants**
- **The expectation that different viewpoints will be available in the room and valuable to our discussions**
- **Full preparation of all readings and engagement in all class activities**

Ultimately every seminar depends on a robust exchange of ideas between participants. For this to occur, each member must feel welcomed into the discussion and free to offer thoughts, even when they might disagree with those of others. If there is no disagreement, it is unlikely that there will be much in the way of new insight or more broadly informed perspectives. If there is no consensus, we will have a very interesting seminar!

As an instructor, it is my responsibility to do everything possible to provide an environment that fosters vigorous discussion, one that is thoughtful of the subject matter, respectful, and inclusive. I will work to see that this occurs. But it is equally incumbent on every member of the group to listen carefully and without prejudice, to ground observations in fact and evidence, and to avoid attributions made on the basis of another student's identity or background. The "space" we create for discussion is as important to the success of the seminar as are the readings and the assignments.

In a seminar on this particular topic, issues of economic class are inherent to our consideration. It is important that we examine the ways in which differences in wealth and status have been associated with other qualities and characteristics attributed to individuals and groups within our society. Unavoidably, in a discussion of this topic, generalizations will be made. These should be interrogated and where unfounded, they should be dismissed. We all bring these assumptions into our lives as adults and as scholars. Some of the assumptions we have created are useful and can be verified. Many cannot. But we have to leave room for these ideas to come forward and be examined.

At times discussion in almost any seminar can become uncomfortable. Discomfort can be part of the learning process, but causing discomfort and showing disrespect are entirely different things.

If you feel that you have been shown disrespect in the seminar, think carefully to be as sure as possible that what you have experienced is both real and important, then approach the individual or the instructor with your observations. In the rare instances where a more public discussion is warranted, we can seek to determine an appropriate course of action.

Students with special learning requirements

If there are circumstances that make any form of specific involvement in the seminar difficult for you, please bring these to the attention of the instructor. If reasonable accommodations or substitute arrangements can be made to facilitate your full participation, we will do everything possible to meet your needs.

If you need some assistance in meeting the expectations of the seminar or if we can be helpful in assuring that you get the full benefit of every learning experience, please let me know if there is anything I can do to help. The University of Michigan has many services and forms of support for students with physical, emotional or learning related needs. All students will be held to similarly high standards, but these can be met in different ways by agreement

Student rights and responsibilities

The University and the Rackham Graduate School has formal expectations of both instructors and students. These are outlined in documents posted in the University of Michigan web site. Please familiarize yourself with them. Academic dishonesty (for instance) will not be overlooked or taken lightly.

If you feel that I (as the instructor of the course) have violated one of these guidelines, you may either bring it to my attention directly, consult with your advisor or the director of the program (Dr. Michael Bastedo), or you may seek out the assistance of the School of Education ombudsperson.

Appointments with the Instructor

I am happy to see you outside of class! I mean that. I am happy to see you outside of class!

Please feel free to set up an appointment through my assistant, Ilana Israel (ilanai@umich.edu). If I am not traveling, it usually takes about a week to get something arranged so if it is very important that we speak right away, let me know. I will give you my cell phone number if you want it.

Required Texts:

American Foundations: An Investigative History Author: Dowie ISBN: 0-262-04189-8 Publisher: MIT Press

The Seven Faces of Philanthropy Authors: Prince and File ISBN: 978-0-7879-6057-5 Wiley Periodicals

Philanthropy and American Higher Education, John R. Thelin and Richard W. Trolinger (2014)
ISBN-10: 1349457574 ISBN-13: 978-1349457571

Please review the “Chronicle of Philanthropy” each week, looking for general stories about the field and especially those that relate to higher education. It can be accessed online or at the UM Library. I will also have a copy available in my office.

Most other readings will be made available on the course Canvas Site.

Preparing for Discussions:

For each class meeting there will generally be 3 or 4 specific readings that have been identified to spark discussion on a given weekly topic. We hope and anticipate that every student will thoughtfully digest *each* of these readings and come to class with carefully considered reactions, well-formed questions and original insights. Graduate students at Michigan are expected to make intelligent choices about how much time to invest in a given text, but reading through an article or book chapter is generally not enough to know it has been mastered. Some of the readings are better endowed than others but please drill down for distinctions and nuances when you sense they may be available.

Also, as suggested above, there are more good readings to consider than we will have time to discuss. Therefore we have placed many additional resources on the Canvas web site. Some of these are quite interesting (or so I thought). If you discover a reading on the supplemental list (or in your own study) that you think should be included on the syllabus, please let me know.

Consistent with the course description and teaching strategy, readings and assignments will be adapted when possible to fit individual learning objectives. There may be changes made to the syllabus from time to time to create a better “fit” for between student interest and course objectives. I will be happy to work with any student who wants to tailor the

readings to better suit their interests. But it is also important that we have some learning experiences in common lest the idea of a seminar is endangered².

Canvas Site

One part of the Canvas site focuses on what might be considered traditional aspects of the seminar. Here you will find the course syllabus, assignments and readings and it includes both a drop box and announcement mechanism for facilitating communication between all of us.

A second use of the site will be to help organize information related to the class laboratory projects. This site will be seeded with information in early September and be further co-constructed over the semester.

Remember that assignments for the course should be submitted via the Dropbox function on the Canvas site unless otherwise specified. The site tracks when postings are submitted so make sure you submit assignments on time unless you have a way of turning back the electronic clock (this is not an invitation to do so).

Please Note: Announcements are posted on the web site periodically. You will usually get a notice at your UM email address that an announcement has been posted. Even so, it is a good idea to check the sites regularly to make sure you don't miss anything.

A typical grading scheme (based on a possible 105 points):

101+ A+

93-100 A

89-92 A-

85-88 B+

Other grades are available

² To facilitate your access to reading material for the course copies of certain reading material have been made available on the seminar's Canvas site. Keep in mind that this is offered as a convenience, not to substitute for the experience of visiting one of the University's many libraries. We apologize as there are occasionally some compromises in the quality of images, generally due to source material or handling. Sometimes the poor quality of scanned copies can be attributed to professorial incompetence in the use of any office equipment patented long before any of us were born. If you wish to read from original sources, the University of Michigan Library system has most of these materials.

How are Grades in the Seminar Determined?

There are 105 possible grading points.

Class contributions 25 points Total

To receive 15 points under this criterion, a student would appear every time the class meets over the course of the semester, fully ready to contribute to the seminar with readings prepared and otherwise awake, intellectually alive and fully engaged. It is also expected that students participate fully in the (so-called) laboratory segments of the seminar and contribute to the discussions that will be moderated as part of that experience. All of these constitute basic expectations of the seminar.

To receive additional and up to 20 points it will be evident from the discussions that a student has consistently taken time to deeply consider the readings but also shows the ability to compare and contrast concepts and ideas in original ways, offer new insights, render good questions, and demonstrate a mastery of the larger emerging themes of the seminar. Preparation and ability to engage actively in discussions of case studies, with guest presenters and in the class project will be judged to be equally important. Higher scores in terms of the “contributions” criteria will also be given to students who provide exceptional service to the class by their leadership on class projects.

Students who in the past have earned 22-25 points for participation in the seminar have done everything described above, provided significant leadership in class discussions and the laboratory project experiences, and shown by their engagement in the seminar that they have placed special emphasis on this seminar in the context of their academic and professional priorities. Obviously, it is not practical for everyone to be able to contribute at this level and therefore scores above 22 are uncommon---but not unprecedented.

If requested, I will provide any student with an interim participation grade about half way through the course so that they know where they stand in terms of this measure. Just ask.

Project Assignments 60 points Total

The seminar is built around a teaching-learning concept which depends on integrating what we read and discuss with a few carefully chosen projects.

The combined possible score for all project related assignments will be 60 points which should give some suggestion as to how important these are to the learning process. There may be “sub-project assignments” described from time to time and these will be evaluated independently and ratings will be incorporated into the final project score for the various assignments.

1. Assignment A involves answering about 25 questions about normative aspects of philanthropy and education based on information available from actual reports of national patterns in donations and receipts. Please note that while getting the answers down on paper is not a huge challenge, the assignment could require as many as three steps taken over a little more than a week. In the first step the student will answer questions based on available information and a small amount of independent research. In the second step, the student may compare answers with others in their group (and may adjust their own initial responses if they wish). This is optional. In the third step, the student will turn in their answers to the nominal questions and respond to two very short essay questions. While two (or all three parts) of the assignment will be submitted, only this final assignment will be graded. Assignment A is worth 20 points.
2. Assignment B offers two options to the students. The first involves a written case statement to introduce a funding request associated with a program of your choosing associated with either U-M or your undergraduate institution. Details on this option will be provided later in the semester. A second option for fulfilling this assignment would be to interview an individual who has made a substantial gift, or a long series of gifts, to a college or university. This option will also be elaborated about a month before it is due. This assignment is worth 20 points whichever option is chosen.

3. Assignment C will involve working with other participants in the seminar to document the best response to a contemporary strategic or ethical issue in the field. The guidelines for this assignment will be made available in mid-October. This is worth 20 points.

Due dates and further details for each of these assignments will be announced in class and recorded on the Canvas site.

Final Examination 20 Points Total

Believe it or not, previous students in the seminar have described the final examination in this course as having served to establish the subject matter most firmly in their minds. This may seem shocking, but it is true; and it is not by accident. The final examination and the events that lead up to it are designed with that purpose in mind.

Shortly after Thanksgiving, a set of questions will be posted in the Canvas site which will illustrate the elements (not necessarily the format) of a final examination in the course. In effect, the study guide suggests what we believe is most important to know having participated in this discussion over the term. Students are encouraged to work together in preparing answers for the questions (although they do not have to do so). Students will then turn in their completed study guide at an assigned time. Then, just prior to the last day of class, a set of final examination questions will be posted on the Canvas site. Answering these questions will require some additional research using tools and techniques taught over the course of the semester. The questions are designed to push every student to integrate concepts from the course in a thoughtful manner.

This is not an easy examination to complete. In fact it will require about the same amount of time and effort a student might give to developing a comprehensive research paper in comparable graduate courses. The only way to prepare for taking the examination is to have mastered the concepts of the course and to be able to go back and isolate key points in class readings and discussions. Careful preparation for the exam by working through the study guide will be very helpful and working in a group to compare responses to study guide questions has proven to be almost essential. Otherwise, it is very difficult to complete the examination in the week provided. Yes, it is that challenging.

In my teaching experience, performance on this examination quite clearly does distinguish students who have mastered the material from those that have mostly followed the discussion and even more so separates them from any who have simply “ridden along” from week to week. Even better, it allows students who have truly worked hard all semester to go far deeper into the questions and show (to themselves and to me) their advanced knowledge.

Guest Instructor:

From time to time, we will be asking Dr. Greg Cascione to join us for the seminar. Greg has deep experience in the field and will bring a special insight to our discussions. A native of New York and New Jersey, Greg graduated from Fordham University and began his career in development there. In the years since, Greg has worked in advancement for a variety of institutions, including public: (University of Michigan, Minnesota State), private: (Harvard University and the Wharton School, University of Pennsylvania) religiously affiliated institutions (Fordham University, the University of Detroit Mercy, Marygrove College) as well as secondary schools (Loyola School and the University of Detroit Jesuit High School and Academy.) Greg’s expertise includes leading and managing complex departments as well as annual giving, major gift programs and capital campaigns. He is the author of *Philanthropists in Higher Education: Institutional, Biographical and Religious Motivations for Giving*. He holds a master’s in theological studies from Harvard, a M.B.A. from the University of Edinburgh (U.K.) and a Ph.D. in higher education from the University of Michigan.

Philanthropy and Higher Education
Fall 2017

WEEKLY THEMES AND READINGS

September 5, 2017

Introduction and Overview: What is Philanthropy?

Before the first seminar please go to the Canvas Site and become familiar with its organization.

Readings for Discussion

Given the fact that this seminar begins on the first day of the term, it is understandable that all students might not have had an opportunity to prepare readings for discussion. Therefore the readings will be summarized by the instructor in an opening lecture. If you do have time to prepare the readings it will be to your benefit and will foster a better discussion at our first meeting. If you do not, please make a note that when time permits, you should go back and read these materials.

Sulek, M. (2010). On the Classical Meaning of Philanthropia. *Non Profit and Voluntary Sector Quarterly*,

Sulek, M. (2012) On the Modern Meaning of Philanthropy. *Non Profit and Voluntary Sector Quarterly*,

Walton, A. (2003). Teaching Philanthropy in History of Higher Education: Values and the Public Good. *Journal of College and Character*, Volume 4, Issue 6.

What we will do on the first day:

- Student and Instructional Team Introductions
- Review of Syllabus, Canvas Site, and Course Expectations
- Purposes and Structure of the Seminar, Introduction of Course Project and a short exercise

...and after the break...

I will offer a brief conceptual overview of the seminar and discuss the initial readings. It will also be our goal to start an initial discussion about one of the themes of the course. Again, familiarity with the readings will be helpful but not absolutely required (this is the only week where that strategy should be attempted).

September 12, 2017

Wealth, how it works and what it means

Lab Activity:

Today's class will begin with a simulation activity that will build on the readings for the first two weeks of the seminar.

Readings for Discussion:

Friedman, L.J. & McGarvie, M.D., (2003). Philanthropy in America: Historicism and its Discontents (Chapter 1) *Charity, Philanthropy and Civility in American History*, Cambridge, UK: Cambridge University Press.

Carnegie, A. (1992). The Gospel of Wealth. In D.F. Burlingame:(Ed.), *The Responsibilities of Wealth*. Bloomington, IN: Indiana University Press.

Knight, L. (1992). Jane Addam's Views on the Responsibilities of Wealth. In D.F. Burlingame: (Ed.), *The Responsibilities of Wealth*. Bloomington, IN: Indiana University Press.

Eisenburg (2014) America's Press Needs to Stop Fawning Over Big Donors. *The Chronicle of Philanthropy* August 6, 2014

For good reason, we tend to associate the organization of our national economy, our national institutions, our structures of government and the traditions of independent responsibility with our national identity and character. But each of these arrangements has been the subject of debate throughout our nation's history. Collectively, at least when viewed from a western perspective, they have roots in Plato's visions of "the Good Society" described over two thousand years ago.

How the powers and responsibilities of personal and public agency are balanced remains a contentious issue even today. There have been frequent cycles in American history when the role or size of government, or the power associated with the private sector has been questioned. Ultimately, the mediation between public, private and independent sectors represents some understanding of how we might best achieve a "public good" that promotes "life, liberty and the pursuit of happiness", "a more perfect union" and the promise of "liberty and justice for all".

Why is this important when understanding philanthropy in U.S. society? The Friedman and McGarvie reading from this week offers us a historical perspective. In two of the other readings for the week we examine different perspectives that coincided at the time that the country took a pivotal turn in terms of its social and economic relationships. The characterization of Carnegie and Addams is meant to suggest something iconic, not fully descriptive of either person or the complete approach to society that each represents. In the end, philanthropy as it was defined in the early twentieth century became a way of reframing and even defending capitalism and it became tied to the ways in which we think about social, economic and political mobility. It would not take long for this to affect the way that philanthropy and higher education were connected.

September 19, 2017

Who Gives, How Much, to Who and How?

How Does this Affect Colleges and Universities and the System of Higher Education?

☞ **Part 1 of Assignment A is due today.**

Readings for discussion:

Giving USA Report (available on Canvas site)

Philanthropy and American Higher Education, John R. Thelin and Richard W. Trolinger, Chapters 1-4

Drezner, N. D. (2011). The Influence of Philanthropy on American Higher Education, In ASHE Higher Education Report, 37, (2), pp. 17-26.

Strickland, S. (2008). Partners in writing & rewriting history: Philanthropy & higher education. *International Journal of Educational Advancement* 7(2): 104-118.

Information about philanthropic activity has become increasingly common and notoriously unreliable. We will look at some informational sources that may offer some validity for understanding the general trends in the field and how these are affecting higher education. This information will also open up our first discussion intended to relate philanthropy to the support of education in the United States. When you are doing your reading, keep in mind the ways in which the research and various information sources either confirm or introduce tension into our understanding of both philanthropy and education.

It won't be the last time we take up this issue.

September 26, 2017

Why do people give?

☞ **Part 2 and 3 of Assignment A are due today.**

Readings for Discussion: (Lots of reading this week – plan ahead!)

Grusec, J.E.(1982). The Socialization of Altruism. *The Development of Prosocial Behavior*. N. Eisenberg (Ed.). New York, NY: Academic Press, 1982. 139-166. Print. ISBN-13: 978-0122349805

Bekkers, R., & Weipeking, P. (2011). A Literature Review of Empirical Studies of Philanthropy: Eight Mechanisms that Drive Charitable Giving. *Nonprofit and Voluntary Sector Quarterly*, 40, (5), pp. 924- 973.

Prince, R.A. & File, K.M. (1994). The Seven Faces of Philanthropy. San Francisco, CA: Jossey-Bass. Please read the Introduction, the Appendix and then skim the chapters on giving motivations, choosing one or two chapters that you believe best fit your motivations for giving to read in full.

Harman, O (February 9, 2015). The Evolution of Altruism. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/The-Evolution-of-Altruism-/151625/>.

Stern, K. (March 20, 2013). Why the Rich Don't Give to Charity. *The Atlantic*. Retrieved from: <http://www.theatlantic.com/magazine/archive/2013/04/why-the-rich-dont-give/309254/>.

October 3, 2017

Higher Education as the Perfect Beneficiary

Part A: Historical Overview of Philanthropy and U.S. Higher Education

Readings for Discussion:

Cohen, A. (1998) "University Transformation as the Nation Industrializes", *The Shaping of American Higher Education: Emergence and Growth of the Contemporary System*, San Francisco, CA: Jossey-Bass (skim pages 97-150; read pages 151-174).

Cash, Samuel B. (2005) Private voluntary support to public universities in the late nineteenth century. *International Journal of Educational Advancement* 5(4):343-358.

Cheslock, J. J., & Gianneschi, M. (2008). Replacing State Appropriations with Alternative Revenue Sources: The Case of Voluntary Support. *The Journal of Higher Education*. 79, (2), pp. 208-229.

Review of the UM Giving site.

How to read a university balance sheet.

October 10, 2017

Higher Education as the Universal Beneficiary

Part B: Corporate and Government Philanthropy and U.S. Higher Education

Readings for Discussion:

Duncan, Impact Philanthropy

Kellogg Foundation, Logic Model Development Guide (available to download from the W.K. Kellogg Foundation web site)

We tend to think of problems as bad things to be avoided and solutions as their antithesis but in fact there is a relationship between problems and solutions that offers a challenge for philanthropy. The full story of Prometheus might be recalled fondly in this regard (indeed much thematic structure derived from Greek drama) for it offers a reminder of both our limits and our potential as humans. Higher education has been proffered as holding the answer to many of society's most perplexing challenges ranging from ignorance to mortality, and the aspiration captured in these claims is indeed ennobling. But are we fooling ourselves? Are we fooling anyone?

We will approach these questions in different ways over the next several sessions of the seminar.

October 17, 2017

Fall Study Break³

³ This is a good time to remind everyone that you should not schedule a trip for the semester break without consideration of the class examination schedule. If you have any questions about this, please ask them now as December will be too late!

October 24, 2017

Foundations and Higher Education

Readings for Discussion:

Walton, A. (2003). Teaching Philanthropy in the History of Higher Education: Values and the Public Good. *Journal of College and Character*. Volume 4, Issue 6, September 2003.

Dowie, Introduction and chapters 1-4

Kellogg Foundation, Logic Model Development Guide (available to download from the W.K. Kellogg Foundation web site)

October 31, 2017

National Forum on Higher Education for the Public Good

Engaged Research and Practice: Higher Education and the Pursuit of the Public Good. Overton, Pasque, and Burkhardt. Stylus Press (2017). Chapter 2 "Scholarship and Activism on Behalf of Higher Education's Public Good Mission"

Web site review: National Forum on Higher Education for the Public Good

Review of one or more case examples of foundation grants made to the National Forum to support its work (materials available in National Forum office).

Readings for Discussion:

Gasman, M. (2002). W.E. B. DuBois and Charles S. Johnson: Differing Views on the Role of Philanthropy in Higher Education. *History of Education Quarterly*, 42, (4). Pp. 493-516.

Philanthropic Colonialism: http://www.nytimes.com/2013/07/27/opinion/the-charitable-industrial-complex.html?_r=2&

November 7, 2017

Revisiting Donor Intent: Issues and Ethics

☞ Assignment B is due today.

Prince, R.A. & File, K.M. (1994). *The Seven Faces of Philanthropy*. San Francisco, CA: Jossey-Bass.

The Growth of Donor Control: Revisiting the Social Relations of Philanthropy, by Susan A. Ostrander, *Nonprofit and Voluntary Sector Quarterly* 2007 36

Why do the big donors give? Charlotte Allen, April 25, 2011 can be found at http://www.mindingthecampus.com/2011/04/post_150/#more-9469

Leary, Margaret, A. (2011). Giving it All Away: The Story of William W. Cook and His Michigan Law Quadrangle, Introduction and chapter 5

Case study as posted on Canvas site.

November 14, 2017

Philanthropy, Higher Education and Social Mobility

Readings for Discussion:

Information about the “UM Lead Scholars Initiative”

November 21, 2017

Site Visit to University/Community Philanthropic Partnership

This visit will be determined based on the interests and professional goals of the students in the seminar. It may take the form of two different site visits, if the class enrollment and diversity of interests warrants it. We will discuss and plan this in early November.

If there are any readings associated with this site visit, they will be made available on the Canvas site or passed out in class.

November 28, 2017

Organizing for Philanthropic Efforts within Higher Education Institutions and Careers in Philanthropy, Advancement and Development

Presentation by Senior Leaders in Fund Raising and University Advancement and recent graduates who have entered a career in the field of philanthropy and advancement.

Readings for Discussion:

TBA

December 5, 2017

Tensions and Trends

☞ **Assignment C is due today.**

Student Presentations (Schedule will be developed in class)

The course study guide will be distributed via Canvas this week

December 12, 2017

Wrap-up and Synthesis

Readings for Discussion:

- Course Synthesis
- Review of Study Guide
- Course Evaluations

The final examination will be distributed via Canvas this week

and is due to be returned on the official examination date

Final Examination Period (see UM Academic Calendar)

☞ Final examinations are due today.