

EDUC 769-001

Philanthropy and Higher Education

Fall 2020

*Course Syllabus*¹

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¹ The syllabus is not so much a contract as it is a plan. The version that is released at the start of the semester is primarily intended to provide students with information about the course as they arrive at the first class, and allow them to prepare for an initial discussion of the subject matter. The syllabus may be revised to reflect student interests and to reflect decisions reached by the class regarding the specific class schedule and 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 Canvas site and in class.

Introduction and Purposes of the Seminar

Themes of Consideration

This seminar is organized around two major themes. Initially 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 at a time as it is experiencing dramatic changes in its social, economic and political environments as philanthropy has always played an important role in our society, and especially during times of significant disruption. 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 its contemporary trends and challenges.

This rather general theme is then considered in the immediate context of American higher education. We will explore the ways that philanthropic giving has influenced the role and formation of U.S. colleges and universities and how recent trends in philanthropic support could be reshaping its values and practices. 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 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 ten or more 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 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 divergent perspectives and 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, concepts of 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 all of our social institutions, but especially education. 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 we will focus some our attention here, and because the tension between its public and private nature is so evident and Michigan’s fund raising efforts are so sophisticated, 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 and examine such questions as “who gives?” and “why?”
- 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 through 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 each 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. 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.

The seminar will take place online. This is not merely a technical distinction. It has already required substantial revision to some of the course structure and incorporation of new materials and resources. It will also require adaptation on the part of all student participants. Most of us recognize this and it is my hope that we will find a way to make the experience even better than originally planned.

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 is not extensive. If you have a particular interest in this area, please let me know.

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 by analogy only, 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 most fundamental goal of this seminar is to

***learn something useful and important about a new topic,
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.***

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, valuable to our discussions and respected
- 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 at all about anything, 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.

Other Important Considerations and Reminders

Students with special learning requirements

If there are circumstances that make any form of specific involvement difficult for individuals in the seminar, 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. Lisa Latuca), or you may seek out the assistance of the School of Education ombudsperson.

Rackham Graduate School Guidance on Grading for the Fall Semester, 2020

Due to the special circumstances related to the COVID-19 virus and the decision to offer this seminar online, the Rackham Graduate School has issued advice to instructors that potentially affects the grading in this course. The details of their communication are too weighty to reproduce in this syllabus but they can be found on the Rackham website. Essentially, the grades available in the seminar range from A to B-. Below that point, students are assigned a non-passing

grade. Students may also choose to have the seminar graded as S (satisfactory) or U (unsatisfactory) and this choice can be made until the very end of the semester. The timetable for withdrawal from the course has been extended as well. This is my summary of the Rackham policy but you should not trust my interpretation. Please look for yourself on the Rackham web site.

Appointments with the Instructor

I would generally be happy to see you outside of class! But under the circumstances, that may be difficult and possibly not safe. Please feel free to set up a (virtual) appointment through my assistant, Ilana Isreal (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 or we can set up a Zoom call for a convenient time.

Suggested Texts:

Please note that while each of these texts are important and will be used in our discussions, I don't recommend you purchase all of them right away. Where possible, ethical and legal we will make some material from these books available on the Canvas web site. Early in the term, we will have a discussion about which of the texts should be read by all of us collectively and decide if purchasing one or more is appropriate.

Philanthropy and American Higher Education, Thelin and Trollinger ISBN 978-1-349-45757-1 Publisher: Palgrave Macmillan

American Foundations: An Investigative History Author, Mark 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

Just Giving: Why Philanthropy is Failing Democracy and How it Can Do Better, Rob Reich, ISBN 978-0-691-18349-7 Princeton University Press 2018

Philanthropy, Hidden Strategy, and Collective Resistance: A Primer for Concerned Educators, Kathleen deMarais and others, ISBN 978-1-19755-0071-9, Myers Education Press, 2019

Preparing for Discussions:

For each class meeting there will generally be 2 or 3 specific readings that have been identified to spark discussion on a given weekly topic. **These are required.** 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 additional resources on the Canvas web site and in some cases listed them for your consideration in the syllabus. 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” 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.

The Canvas Site and Other Resources:

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 case studies and any other (pseudo-)laboratory projects. This site will be seeded with information in late August through mid-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.

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. 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?

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

101+	A+
93-100	A
89-92	A-
85-88	B+
80-84	B
75-79	B-

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 (virtually of course) or provide a plausible excuse. They would be fully ready to contribute to the seminar with readings and assignments prepared. They would be intellectually alive and fully engaged. It is also expected that students participate fully in any laboratory segments of the seminar which in this context are case studies, and would contribute to the discussions that will be moderated as part of that experience. All of these constitute basic expectations of the seminar, indeed expectations associated with graduate study at a credible university.

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 and show 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 be given to students who provide exceptional service to the class by their leadership on class projects and in weekly discussion. Students who in the past have earned 22-25 points for participation in the seminar have done everything described above and have shown by their engagement 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 or Short Paper 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.

Assignment A involves answering about 20 questions and writing a short essay that relate to aspects of philanthropy and education based on information available from current reports of national patterns in donations and receipts. Please note that while getting the initial answers down on paper is not a huge challenge, the assignment will require several steps taken over a little more than two weeks. Initially 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). In the third step, the student will turn in their answers to the questions and respond to a prompt with a short essay (3-5 pages) and be ready to discuss aspects of what is being learned between in class between September 28 and October 12th.

It is not required that you engage in all these steps, I am just making it clear that you can build the assignment in stages and you can consult with others to complete the assignment and learn as much as you can from comparing perspectives with others. While all parts of the assignment may be submitted, only the final assignment (October 11th) will be graded. Assignment A is worth 15 points. It is referred to in the course schematic as “General questions about philanthropy and higher education”. The questions will require consultation of specific data bases and some may require out of class research. This final assignment is due the night before class the sixth week of the semester.

Assignment B asks each student to prepare a brief paper that explores the impact of philanthropy on a higher education institution which they previously attended through a particular lens.

There are options in organizing and developing this paper, and you can choose how your paper is approached based on the institution, its context, its history and your interests. For instance, the paper might take a rather general approach and in doing so relate and analyze the role of philanthropy in the evolution of the college or university over the course of its entire history (or during a particularly significant time period). Conversely it could focus on one major gift or a set of gifts.

However, it is expected that each paper will in some way incorporate the construction of a logic model as referenced in the readings from the W.K. Kellogg Foundation and will consider how the pattern of gift-giving at the institution (or the major gift which you describe) will have contributed to a vision of greater equity within the institution's service to students and society. (These concepts and language should be more clear by the time you are writing the assignment). This assignment is referenced as *Report: How did philanthropy shape your alma mater? How did it make it more equitable to students and society?* It is due on the evening before class on week 8. It is worth 15 points.

Assignment C is worth 15 points. It is referenced in the schematic as *Job descriptions and interviews* and will be due by about week 11 assuming we stay on schedule. Assignment C will require that you identify an individual working in the field of advancement, development, fund raising (or a related professional role) and interview them about the nature of their work, how they came to it, how their success is evaluated and how they find satisfaction within their job (if they do). You will also be asked to provide a formal position description for their job assignment.

There is an alternative means of fulfilling this assignment. You may identify a recent donor to a college or university and interview them. The questions in this case might include: How did you choose to donate to this institution? How were you approached to give? What impact do you hope your support might have?

Assignment D is a group assignment. It constitutes a summarization of issues gleaned from the class case study. All students in a given group should contribute fairly to the summary and take part in preparing the presentation which will be offered in class. By working together on the case study most questions to be addressed in the Assignment D will be discussed and it will be a relatively simple matter to write up the assignment incorporating any insights from the class discussion on December 7th. We will provide somewhat more structure for this assignment later in the term. It is referenced in the course schematic as *Summary observations due* and should be turned in by 10:00 PM on December 8th.

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 led up to it are designed with that purpose in mind.

Shortly after the Thanksgiving break, a set of questions will be posted to 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 I believe is most important to know having participated in this discussion

over the term. Students may if they wish and are able to do so work together in preparing answers for the questions (although they are not required to do so). Then upon receipt of all submissions of Assignment D (December 8) 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.

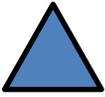
This is not an easy examination to complete. In fact it will require about the same amount of time and effort a student might give to developing a comprehensive research paper in comparable graduate courses. The only way to prepare for taking the examination is to have mastered the concepts of the course 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 close to essential and working in a group to compare responses to study guide questions has proven to be very helpful. Otherwise, it may be difficult to complete the examination in the week provided. Yes, it is that challenging.

In my teaching experience, performance on this examination clearly does distinguish students who have mastered the material from those that 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.

If you have trouble finding something on the Canvas site, remember that most materials are available on line through the University of Michigan Library System. Before panicking or contacting one of our support team, please try and access it yourself. It will result in a much quicker solution.

If you need to reach someone for assistance, you may contact me (jcbforum@umich.edu), Ilana Israel (ilanai@umich.edu) or Natalie McGuire (natmcg@umich.edu) keeping in mind that we don't actually have a 24/7 call center in place. We will do our best to help you.

Course Organization, General Themes, Readings and Assignments³

Date	Week	General Theme	Specific Focus	Readings that will be discussed and assignments due (Bold reading assignments are required — Supplemental Readings are in standard font)
Aug 31	1	Overview of the seminar	What is philanthropy? How does it relate to charity? Basic Concepts in the Field	Sulek (2010) Classical meaning of Philanthropy Sulek (2012) Modern meaning of Philanthropy Walton (2003) Teaching Philanthropy in History of Higher Education
Sep 14	2	History and Underlying Philosophies, Patterns and Trends in U.S. Philanthropy	Political economy Wealth, class and power in US society; Philanthropy and education during periods of social transformation	 <p>“Starpower” (see links provided below)</p> <p>https://www.simulationtrainingsystems.com/schools-and-charities/products/starpower/</p> <p>https://www.sjsu.edu/people/carol.mukhopadhyay/race/Starpower-Activity-2014.pdf</p> <p>Zunz, Introductory Chapter</p> <p>Walton and Gasman (ASHE Reader) Introduction</p> <p>Reich, Introductory Chapter and Chapter 3 on the “Political Theory of Philanthropy”</p> <p>“Charity as a Good Virus” “Philanthropy” Summer 2020, page 4-7 https://www.philanthropyroundtable.org/philanthropy-magazine/article/charity-as-a-good-virus-3</p>

³ This is the part of the syllabus that is very likely to change based on student interest, the pace we set for the seminar, unexpected opportunities or other factors. When something is changed you will find a new version posted on the Canvas site with the date of revision near the top.

Sep 21	3	History and Underlying Philosophies, Patterns and Trends in U.S. Philanthropy: Social Disruption and Redefinition	Icons of philanthropy The Industrial Revolution and the Gilded Age	Thelin & Trollinger (2014) Chapters 1 and 2 Carnegie: Responsibilities of Wealth Addams: (in Burlingame) Reich, Chapter 2
Sep 28	4	Who Gives? How Much? Why? and to What?	Who gives to charity, what charities do they support and how is this wealth transferred and tracked? How do colleges and universities track giving and what patterns can be observed?	Giving USA Report ➡ Assignment A Due on Sunday Evening 9/27 (first draft)
Oct 5	5	A closer look: Why do people give?		 <p>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, focusing on any that seem to relate to your perspectives.</p> <p>Bekkers, R., & Weipeking, P. (2011). A Literature Review of Empirical Studies of Philanthropy: Eight Mechanisms that Drive Charitable Giving.</p> <p>Harman, O (February 9, 2015). The Evolution of Altruism. <i>The Chronicle of Higher Education</i>. Retrieved from http://chronicle.com/article/The-Evolution-of-Altruism-/151625/.</p>

Oct 12	6	Giving to Higher Education	Giving to higher education; patterns and trends; Educational access and equity	 <p>Voluntary Support for Education Report</p> <p>Drezner, N. D. (2011). The Influence of Philanthropy on American Higher Education</p> <p> Assignment A Due on Sunday Evening 10/11 (final version)</p>
Oct 19	7	Higher Education as the Consummate Recipient of Giving	History of giving to U.S. colleges and universities; How colleges and universities position themselves for support in multiple areas; higher education as the solution to multiple problems	<hr data-bbox="1213 651 1331 662"/> <p>Cash (2005) Private Voluntary Support to Public University in the US Late Nineteenth Century Developments</p> <p>Walton and Gasman, Politics of Knowledge</p> <p>deMarrais et al (2019), Philanthropy Goes to College</p> <p>A Guide to Logic Modeling, W.K. Kellogg Foundation, which can be found at wkkf.org in the section labeled "Resources" (needed to complete Assignment B)</p>
Oct 26	8	Higher Education and Equity	Can philanthropy substitute for other forms of public support? Do gifts inspired by a desire to extend opportunity meet their intended purposes?	<p>A Guide to Logic Modeling, W.K. Kellogg Foundation, which can be found at wkkf.org in the section labeled "Resources"</p> <p>Review of college and university fund raising appeals</p> <p> Assignment B Due Sunday evening October 25</p>

Nov 2	9	“Organized Philanthropy” : U.S. Foundations	Culture, sports, medicine, public health, innovation and progress; the roles of foundations in support of higher education	Dowie <i>Introduction</i> ; Chapter 1 <i>History</i> ; Chapter 6 <i>Food</i> Reich, Chapter 4
Nov 9	10	“Organized Philanthropy” : U.S. Foundations	Culture, sports, medicine, public health, innovation and progress; the roles of foundations in support of higher education	Readings to be assigned
Nov 16	11	Higher Education Initiatives in Society	<i>Inter-institutional and system initiatives related to philanthropy</i>	Dowie Chapter 9 <i>Civility</i> ; Chapter 10 <i>Imagination</i> National Forum Initiative in Support of Undocumented Student Access deMarrais et al (2019), <i>Philanthropy Goes to College</i>
Thanksgiving Break				
Nov 30	12	Organizing philanthropic efforts in higher education	<i>Evolution of professional efforts to advance and support colleges and universities How a large university organizes to raise money; how does this differ from a smaller colleges or universities?</i>	Michael Worth—New Strategies chapter 3,4, and 6 Thein & Trollinger (2014) Chapter 6 “Giving it all away” Chapter 5 (or substitute a written description of the process surrounding any major gift to a college or university) ➡ Assignment C Due
Dec 7	13	Organizing philanthropic efforts in higher education	<i>Careers in philanthropy: where are the opportunities, who is attracted to this work and why?</i> <i>Case study reports</i>	Michael Worth—New Strategies chapter 7-10 The Most Loyal Trustee Case Study Discussion
Dec 8	14			

		Classes End	<i>Final examination distributed after all groups turn in Assignment D</i>	 Assignment D Due <i>Please complete instructor evaluation at link provided in Canvas</i>
<i>Dec 15</i>	<i>15</i>	Examination Period	<i>All assignments and final examination due</i>	 Final Examination Due 5:00 PM EST
<i>Dec 17</i>		<i>My goal for having grades posted to the Registrar</i>		

UNIVERSITY OF MICHIGAN

Academic Calendar as Revised June, 2020

FALL TERM, 2020 ANN ARBOR CAMPUS

- Classes BeginAug 31, Mon
- Labor Day (holiday)Sept 7, Mon
- Thanksgiving recess, 5:00 p.m.....Nov 21, Sat
- Classes resume.....Nov 30, Mon
- Classes end Dec 8, Tues
- Study Days..... Dec 9 Wed; Dec 12 - 13, Sat - Sun
- Examinations.....Dec 10-11, Thur-Friday
-Dec 14 - 18, Mon-Friday