PANL 5305F: Globalization of Philanthropy [2015]

Logistics

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e-schedule & virtual office hours: By appointment only on Friday. A web link will be provided on Wednesday to book an appointment for the following Friday.
Course website: https://www.carleton.ca/culearn/

I. Course Aims and Objectives

The Globalization of Philanthropy: What is The Role Private Wealth in a Transnational World?

The rise of transnational crises, capital mobility, demographic changes, and new technologies have deep effects on Human Development. Donors are now operating across borders and have an important impact on local, national, and global policy making. The increasing role and influence of private donors highlight important questions about the legitimacy, accountability, and power of these rising agents of local and global changes. In this course, we will discuss the emergent trends in global philanthropy and reflect on a possible research program to further understand under which condition is global philanthropy effective in influencing local and global public policy making?

The course is structured as follows. In the first part of the course, we will discuss the concept of philanthropy in a global context. Should philanthropy be understood as a fixed concept or in relation to its historical context? In the second part of the course, we discuss five emerging areas of concern for global philanthropy: (1) the southern emergence of global philanthropy, (2) the role of gender, (3) the effect of technology, (4) the politics of philanthropy, and (5) the new political economy. In the last session of the course, we will reflect back on our initial discussions on the meaning of global philanthropy and the ways in which we can move forward its study.

Overall the course will ask that students:

- Read the assigned material and integrate the key components of each theme presented in this course.
- Lead and participate in the assigned thematic discussions to foster active and peer-learning.
○ Reflect critically and produce short reports on the themes discussed in the course.
○ Synthesize peer discussions and provide constructive criticism.

More specifically to PANL 5305, students will:

○ Define global philanthropy in a transnational world.
○ Critically discuss the challenges facing the philanthropic sector.
○ Identify the potential power imbalances, key actors, and major stakes of global philanthropy.
○ Map the key stakeholders of global philanthropy.
○ Analyze how new realities such as the rise of women philanthropists, technological advances, and demographic changes affect the global philanthropic sector.
○ Identify new areas of development for the philanthropic sector in light of these changing realities.

By the end of the course, you will be able to map the key issues facing global philanthropy today and distinguish its main stakeholders.

This course will rely on an active-learning approach. It requires that students engage with the course readings, take part in online discussions, foster peer-learning by providing feedback and discussion questions on presentations as well as synthesize the material.

Five main themes will be covered in this course.

1. Comparative philanthropy: How is philanthropy practiced around the world?
2. Women & philanthropy: How are women affected by and changing philanthropy?
3. Technology & philanthropy: How are new technologies such as social media and e-giving affecting the philanthropic sector?
4. Politics of philanthropy: How is power distributed among stakeholders of the global philanthropic sector?
5. Philanthrocapitalism: What is the impact of venture philanthropy and emerging philanthrocapitalists?

Each course theme will follow the same structure, and students will be asked to:

1. Read the assigned material for the module.
2. Demonstrate a basic grasp of the material by writing a short reading memo (for 3 of the non-presenting weeks).
3. Submit the reading memo through CULearn
4. Listen to and integrate the material presented by the theme’s leaders.
5. Ask questions on the presentations to stimulate class discussion.
6. Submit a short commentary on the presentation and course discussion.
7. Read, synthesize, and reflect on the thematic review posted by the instructor at the end of each thematic session.
To evaluate your progress in the course, I will rely on various tools. People teach and learn differently; so I will try to offer a broad range of evaluation tools. In my experience this reduces performance related anxiety and allows students to focus on the important part of the course: learning and applying the material. I will rely on reading memos, online presentations, online questions, and discussion, a book review, and a final assignment.

II. Course readings

This course assumes familiarity with the nonprofit and philanthropic sector. If you are not a student enrolled in the graduate program of Philanthropy and Nonprofit leadership, you must read the following articles:


The only book you will have to buy is the book you will review (unless it is provided by ANSERJ, more details below). You can always decide to borrow the book at the library; I have verified that most of the books are available as e-book. Remember that e-books are not always available, start reading early! The other readings will be posted online through CUlearn (see course outline).

The following titles are suggested readings for the book review. Please confirm your choice through the relevant link (see course website) by October 1, 2015.

Through a partnership with the ANSERJ journal, students who select the following books will be asked to write a review that could potentially be published. They will receive the book for free by the managing book editor Dr. Marcelo Vieta. These books will be distributed on a first come first serve basis. Publication decisions will be made by the managing editor of the journal only.


The following titles are books that could be of interest for this course. If you have a book you would like to review, please make sure it is a fit with the themes discussed in this course and that you have confirmed your selection with me before October 1, 2015. I prefer books published after 2012.

III. Course Policies

As you will see, we have a detailed structure that we must follow. It is important that all students in the group meet the required deadlines because our course progression hinges on everyone’s participation.

○ FAQ: Please ask your questions in the “Ask Prof. Raggo” thread on the course’s website. Start a new thread by using a clear and evocative title. If your colleagues have the same question, they can find the answer easily. I will monitor the FAQ thread on Monday, Wednesday, and Friday 6PM. Please remember that I am a real person :) and that I am not always online (despite numerous rumours...). I appreciate your understanding.

○ Email: If your question is private or directly relates to your situation, the best way to reach me is via email. I usually try to respond promptly, if I haven’t replied within 48 hours, please do send an email again (just in case). I will not be answering emails over the week-end. Please do not leave voice messages on my office phone as I am not always in the office. I use filters to manage my email inbox and I would kindly ask your assistance. Please label all your messages’ subject using the following (all in one word, no spaces) @PANL5305. For example, your message subject could read: @PANL5305 Question about readings theme 1. If you do not use the course label @PANL5305 , I cannot guarantee that I will read your email. Emails with the label @PANL5305 will have priority in my inbox. Thank you for your help.

○ General Communications: I expect communications to be respectful and courteous. Please avoid “text talk” (I am not a fluent speaker of it, unfortunately) and please include basic courtesy greetings in your emails. I feel it is important to overcompensate courtesy as online communication can often lead to misunderstandings.

○ Responsiveness: I will answer all emails within 48 hours or less except during the week-ends. If your question requires a long answer, it would be more efficient to discuss on the phone or via Skype and I will ask you to take an appointment during my office hours on Friday.

○ Memos: Memos will be directly uploaded onto the CUlearn site. You will fill the form online and closely follow the instructions.

○ Final assignments: For the final assignment, please use only PDF files and .xlsx (if relevant). I will not accept .doc, .docx, .txt, .rtf... There are three reasons for this policy. 1) To avoid viruses, 2) Formatting and software conflicts, 3) I can only comment on PDFs because of the software I use to grade. If you do not send me the file in PDF, I will send the
file back and ask you to convert it. I will provide detailed instructions regarding the final assignment in the section guidelines.

- **Contesting a mark**: If for any reason you would like to revisit one of your marks please make a written demand (pdf). State the issue than explain in details why you would like me to review your grade. Please refer to the page, question, and complete answer. It will make the process easier for everyone.

- **Technology**: Everyone is expected to have access to a functioning webcam and external USB microphone as well as a high speed internet connection. You will need access to a ***working webcam and microphone*** during your presentation week as well as the last session of class. I will provide very detailed instructions as well as video tutorials.

## IV. Course Requirements

1. **Reading Memos (RM) 30%**. You will be asked to provide three 750 word (about 3 pages double-spaced, times new roman, 12pt, 2cm margins.) review of the themes discussed in the readings. I will ask that you briefly summarize the key themes, discuss the differences and convergences between authors and address the potential gaps in knowledge. These reading memos will be submitted online no later than midnight EST on the deadline. You will be ask to prepare memos for 3 themes only excluding the theme you will be presenting on. **Late reading memos will not be accepted**. If you cannot submit by midnight the day of the deadline, you must submit a memo for another theme. There will be no “extra credit” or memo re-write.

2. **Presentations 20%**. groups of students will be ask to select a theme and prepare a presentation introducing the week’s theme and propose additional venues for discussions. Every student is expect to post at least a 10 minutes video during the theme they are leading. The order and progression should be planned as a team. Students will divide the presentations and contribute equally to the group’s presentation. I will ask groups to submit a self-evaluation. Students will use **camtasia relay**, a software provided at no charge by Carleton University, to capture their lectures and powerpoint presentations. All the instructions will be posted under Course Administration in CUlearn. Students will post a PDF of their presentations slides in the corresponding forum thread. Students not presenting will be asked to submit a peer-review evaluation at the end of the first week and second week.

3. **Online questions, commentary and discussions 10%**. Your first participation assign-ment will be to record a quick clip introducing yourself to others. Why are you taking this course, what are you expecting? Tell us something fun about yourself! Please post these videos in the relevant thread titled “Hello, my name is...”. These videos will also be helpful when you need to pick your presentation partners.

As you will notice in the outline of the course, you will have to submit questions and commentaries for each theme throughout the course. I have provided a detailed schedule of when at the latest you must post your questions and commentaries. These questions should be brief but informed by your understanding of the readings or other knowledge you would like to bring into the discussion (with citation). I would prefer that students contribute
substantively rather than focusing on the quantity of posts. You will be evaluated on your contributions, engagement with others’ ideas, responsiveness (talking with others not only an editorial of your own thoughts), and overall participation. I will provide the rubric during mid-semester evaluation. The success of the course depends on your willingness to actively engage in online discussions. I thank you in advance for your participation.

4. **Book review 20%**. I will ask that you review one book. I have provided a list of possible choices. If you have a book suggestion that directly addresses the globalization of philanthropy and that is not listed, please submit your suggestion by October 1, 2015. You will be asked to submit through CUlearn your review of 1000 words (4-5 pages maximum double-spaced, times new roman, 12 pt., 2cm margins.).

5. **Final assignment 20%**. You will have the choice of two possible assignments. Option 1: an analytical essay. The essay will/should complement your presentation and include additional research. You will be asked to expand on a question of interest related to your assigned theme. Final papers should be between 12 to 15 pages maximum (not including citations and title page). I will not read beyond 15 pages of text (and please don’t modify margins and font to make it fit...). The last group to present will be given a one week extension to submit their papers if needed. I would not want the last group to have less time than others to prepare their final papers. Option 2: research memo. Students selecting the research memo, will be asked to answer this specific question: **what is Canadian global philanthropy?** Students will be asked to first define global philanthropy in a Canadian context and find data on Canadian global philanthropy. Students should clearly state the possible definitions of global philanthropy and present data (if relevant) from 2010 to 2014/2015. Students selecting this assignment should make an appointment with the Library data specialist as early as possible. She will help you find the data you need. The memo should be 5 pages of text and contain at least 3 figures showing trends in the data (not included in page count). Students will be asked to upload their excel files with their data properly formatted and cited when submitting their final assignment. Both final assignments options require that students carefully research their topic, cite literature, and/or find data beyond the course syllabus. Final assignments should be carefully presented and edited.

V. **Grading scheme**

In graduate school, expectations about analytical abilities and performance are higher than in undergraduate work, and what is an acceptable grade is also different. SPPA has expanded upon the grading system outlined in the Graduate Calendar in order to give you a fuller description of standards. This explanation is intended to provide clarification of the Graduate Calendar, and in no way overrides it. Carleton University uses a 12 point grading scale from A+ (12) to D- (1). Your overall Grade Point Average (GPA) will be calculated on the basis of this 12 point scale and the final evaluation you receive in courses will be submitted as letter grades corresponding to this scale. Here is how to interpret grades in terms of our expectations of performance (see table IV. Grading Scheme).

Grades of B+ should be considered as very good in this course, a solid performance that hover around the average for graduate work. In any given class, most of the grades are likely to be B+,
although I give some A-. There are usually fewer grades of A, and an A means you have done exceptionally well; grades of A+ are quite rare. A grade of B- is a strong signal that things did not go well in the course, and you were considerably below average. Normally, graduate students do not get credit for courses with a grade less than B-. In the case of this course, final grades will be awarded as letter grades, but I will calculate your final grades based on the weighted mean of the grade point equivalencies. Example: A- on an exam worth 30%; B+ on a paper worth 45%; and B for participation worth 25%:

\[
\begin{align*}
\text{A-} & \quad 10 \times 0.30 = 3.00 \\
\text{B+} & \quad 9 \times 0.45 = 4.05 \\
\text{B} & \quad 8 \times 0.25 = 2.00 \\
\text{Final} & \quad 9.05 \text{ or B+}
\end{align*}
\]

IV. Grading scheme

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>CU no.</th>
<th>Indicates that work is: Range (%)</th>
<th>SPPA explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>12</td>
<td>Outstanding 90-100</td>
<td>For written work, virtually publishable. Demonstrates exceptional evaluative judgment, outstanding critical thinking, and mastery of technical as well as literary aspects of writing.</td>
</tr>
<tr>
<td>A</td>
<td>11</td>
<td>Excellent 85-89</td>
<td>Demonstrates superior grasp of material, very strong critical thinking, and capacity to understand and extend underlying patterns.</td>
</tr>
<tr>
<td>A-</td>
<td>10</td>
<td>Very good 80-84</td>
<td>Demonstrates strong grasp of material, its component parts, and capacity to analyze their relationships to each other.</td>
</tr>
<tr>
<td>B+</td>
<td>9</td>
<td>Good 77-79</td>
<td>Demonstrates clear understanding of material and ability to apply concepts. Written work is competent.</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>Satisfactory 73-76</td>
<td>Satisfactory, but below average. Demonstrates comprehension of material, reasonable but not strong analytical capacity, with limitations in the ability to apply concepts.</td>
</tr>
<tr>
<td>C+</td>
<td>6</td>
<td>Less than adequate 67-69</td>
<td>Did not demonstrate an adequate understanding of the material or the ability to apply the concepts. Writing and/or presentations show serious problems.</td>
</tr>
<tr>
<td>C to D-</td>
<td>50-66</td>
<td>Grades in this range indicate work that is passable in some respects but does not meet the standards of graduate work.</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>Failure</td>
<td></td>
</tr>
</tbody>
</table>
VI. Course Outline

General Overview: Philanthropy beyond Borders?
September 8, 2015

⇒ Define Global Philanthropy
⇒ Identify the “old” and “new” stakeholders of global philanthropy
⇒ Assess the critical issues affecting the global philanthropic sector

New Challenges?

◦ Please watch the following clip: [http://philanthropyforum.org/sessions/citizen-solution-redefining-philanthropy/](http://philanthropyforum.org/sessions/citizen-solution-redefining-philanthropy/)


Please post a short intro clip about yourself by September 10th and post a quick reaction to the readings. What do you think global philanthropy means? Post in the “Hello, my name is...” thread. Clips need to be no longer than a couple of minutes. The goal is to get you familiar with the software and get to know each other. I encourage you to watch your classmates’ videos and respond to their definitions, this is part of your participation grade. See CUlearn link for the video tutorial

Theme 1: Comparative Philanthropy: International Experiences
September 14-27, 2015

⇒ Compare and contrast international perspectives on philanthropy and global giving.


Hudson Institute. 2015. The Index of Philanthropic Freedom.


September 14, 2014: Reading memo 1. See CUlearn link for guiding questions

September 15, 2014: Presentation 1.

September 18, 2014: Questions 1.

September 21, 2014: Comments 1.

Theme 2: Women & Philanthropy
September 28-October 11, 2015

⇒Assess the impact and contributions of women in philanthropy
⇒Identify the potential obstacles & opportunities for women in philanthropy


*September 28, 2015: Reading memo 2.*

*September 29, 2015: Presentation 2.*

*October 2, 2015: Questions 2.*

*October 5, 2015: Comments 2.*

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**Theme 3: Politics of Philanthropy**

October 13-25, 2015

⇒ Contrast the various types of power at play in global philanthropy
⇒ Critique the role of global philanthropy in policy decisions

⇐ Please watch Council on Foreign Relations. 2011. : [http://www.youtube.com/watch?v=xwvf5-tMhk8](http://www.youtube.com/watch?v=xwvf5-tMhk8)


TBD

*October 13, 2015: Reading memo 3.*

*October 14, 2015: Presentation 3.*

*October 16, 2015: Questions 3.*

*October 19, 2015: Comments 3.*

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**Theme 4: Technology, Communication & Philanthropy**

November 2-15, 2015

⇒Evaluate the role and impact of new technologies on global philanthropy

⇒Critique the potential of new technology on the relationship with various stakeholders


**Celebrity Philanthropy**


**November 2, 2015: Reading memo 4.**

**November 3, 2015: Presentation 4.**

**November 5, 2015: Questions 4.**

**November 9, 2015: Comments 4.**

**Theme 5: Political Economy of Philanthropy**

November 16-29, 2015

⇒ Compare and contrast the various positions on philanthrocapitalism
⇒ Critique the potential and challenges associated with philanthrocapitalism

○ Please watch: [http://philanthropyforum.org/sessions/catalyzing-private-capital-flows-for-development/](http://philanthropyforum.org/sessions/catalyzing-private-capital-flows-for-development/)


November 16, 2015: Reading memo 5.

November 17, 2015: Presentation 5.

November 27, 2015: Questions 5.

November 30: Comments 5.

December 4, 2015: Book Review.

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Final Assignment
December 6, 2015 (midnight EST)

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Overall Review: Globalization of Philanthropy II
Dec 7, 2015 (7PM)

⇒ Review and define the key themes of the course
⇒ Develop a framework for global philanthropy

December 7, 2015 at 7PM EST: Overall review, feedback & discussion for 1.5 hour ***Mandatory online session. Unexcused absence will result in a 30% penalty on your overall participation grade.***
VII. Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

- **Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: [http://www2.carleton.ca/equity/](http://www2.carleton.ca/equity/)

- **Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: [http://www2.carleton.ca/equity/](http://www2.carleton.ca/equity/)

- **Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable) at [http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/](http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/)

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at [http://www2.carleton.ca/equity/](http://www2.carleton.ca/equity/)

VII. University Policy on Plagiarism & Academic Integrity

Plagiarism is an instructional offence that occurs when a student uses or passes off as one’s own an idea or work of another person, without giving credit to the source. The punishments for plagiarism at Carleton are significant. You could fail the course, or, under certain circumstances, be expelled from the university. If you are using someone else’s words—either in quotation brackets or in a quotation—refer to the source in a footnote or bracketed reference. If you are paraphrasing someone else’s text (that is, not quoting directly, but closely following the line of argument), refer to the source just as you would for a quotation, except that quotation marks are not used. If you are using someone else’s ideas, acknowledge this in a footnote, or by a clear reference in the text of your essay. Material copied or paraphrased from the Internet must also be properly cited.
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