



Created by Laura Arrillaga-Andreesen

GSBGEN 581 / EDUC 377C

# Philanthropy, Inclusivity and Leadership: Amplifying Your Platform for Social Good

## Course Syllabus

Oct. 5-16, 2020 M / W / F – 2:50PM to 5:50PM

2 units

*"We need to transform the way we are giving  
in order to help solve our world's problems  
...and we need to start today."  
— Laura Arrillaga-Andreesen, Giving 2.0*

*"I am hopeful that we can—and will—realize the urgency of now. I am hopeful because  
I see every day that we, together, are ready and eager and impatient to lead the way toward  
a more righteous world defined by its commitment to justice and fairness."  
— Darren Walker*

*"If you see something that is not right, not fair, not just, you have a moral obligation to do something about it."  
— Congressman John Lewis*

*"Vision without action is merely a dream.  
Action without vision is merely passing time.  
But vision and action together can change the world."  
— Sudha Murty*

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***There is an assignment for the first session. Please read through the entire syllabus and complete the assigned readings and assignment for Session 1 by Monday, October 5th.***

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## COURSE OVERVIEW

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Regardless of one's age, background or profession, everyone has the potential to give, live and lead in a way that both creates greater inclusivity, access and impact and tackles the complex social problems our interconnected world faces. This demanding two-week, compressed course will provide passionate students with a brave space to develop and refine a plan for their own social change journey, use their access to make more inclusive decisions and amplify their leadership potential. Using design thinking, students will challenge their preconceptions and wrestle with their social change approach, philanthropy's role in society and their privileged position as future Stanford graduates and future leaders. Lectures and class discussions will inspire and prepare students to create social value and lead with greater intentionality and humility. Over the course's six sessions, students will refine a social impact plan for their professional, philanthropic and civic lives, exploring how they can create greater meaning in their own lives and in the lives of others. Part of this plan will include a theory of change that strategically utilizes their philanthropic values, asset portfolio, social change goals and unique leadership platform to advance opportunity, access and justice for a vulnerable population.

This course will guide students through the practical exercise of defining their philanthropic values, identifying key issue areas where they want to focus their giving, evaluating their individual asset portfolio and crafting a social impact plan to outline their short-term and longer-term giving goals. Ultimately students will emerge with a personalized plan to guide their giving journey and help them contribute to social change in a strategic and impactful way. Technical elements of high impact philanthropy will be introduced; such as the theory of change, logic models and non-profit organizational assessment so students will be poised to approach philanthropic decision-making in the

same way that they approach financial investment. Guest speakers hailing from leading philanthropic foundations will provide an important perspective on some of the leading topics — and criticisms — in the field and provide opportunity for student discussion, debate and inquiry.

## COURSE PERSPECTIVE

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A philanthropist is anyone who gives anything—time, expertise, networks, credibility, dollars, experience—in any amount to create a better world. How each of us invests every dollar and hour matters and requires research, empathy and acumen. How we choose to use our platform, influence, resources (including those we can access) and credibility matters. Those choices, coupled with how we make decisions and to whom we give opportunities, define who we are and how we grow as leaders. Philanthropy—in whatever form or size it takes—is a moral imperative and privilege, as well as one of life’s greatest opportunities and joys. Giving, inclusivity and activism express our beliefs, interests and passions and drive the spectacular pluralism that helps make our country spectacularly beautiful. How we express these values, beliefs and passions through our personal, professional and philanthropic pursuits creates meaning in our life and the lives of others. This meaning helps build powerful connections and gives us the ability to transcend differences in experience, perspective, backgrounds. In order for our giving and leadership to be meaningful, however, we must be intentional, strategic and accountable about how our generosity and inclusivity translate into measurable change.

We live in a world in which society’s most wicked problems transcend geographic boundaries, creating far-reaching social repercussions and divisiveness from which no one is completely immune. The increasing fractures and lack of equal access to essential systems, such as education, healthcare, environmental protection and human services, require beneficiary-centric solutions leveraging innovative approaches, evidence-based service provision, grassroots advocacy and sweeping policy change. We cannot address these problems with our giving only. How we make professional and personal decisions, who we choose to give opportunities and access to and what values we manifest in our leadership are of equal import to realize a united vision that triumphs over economic, social and political division. And the pursuit of values, including equality, access and opportunity, mandate that we realize our extraordinary capacity to create a more just and equal society.

This course will give you a formal space to define/refine your values and social passions as well as develop a plan to translate your financial, human, network and intellectual capital into measurable change and meaningful leadership. This course will also help you center your leadership on inclusivity and justice by defining a social impact plan that will advance opportunity for underrepresented groups. Regardless of your profession, industry, background, age, resource form or amount, this course will amplify your ability to make your giving, service and leadership more meaningful.

## COURSE OBJECTIVES

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**VALUES, SKILLS & IMPACT:** Students will define/refine their values and create a theory of change for translating their unique philanthropic asset portfolio (time, expertise, networks, skills, reputation, experience, influence, money, etc.) into a measurable social change goal and leadership plan.

**PHILANTHROPY'S ROLE IN SOCIETY:** Students will consider philanthropy's role, power and influence in the United States, and consider diverse perspectives regarding the relationship between philanthropy, business and democracy. They will also explore innovative, evolutionary philanthropic models used to advance some of the most pressing social issues of our time.

**JUSTICE, INCLUSIVITY & LEADERSHIP:** Students will analyze system-wide issues, using a leadership framework rooted in impact, justice and inclusivity, and differentiate between philanthropic actions that ameliorate as well as solve the most pressing issues.

## COURSE THEMES

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**Democratizing Philanthropy:** A philanthropist is anyone who gives anything—time, expertise, networks, credibility, dollars, experience—in any amount to create a better world.

**Market-Based Approach:** Uncover and meet social change needs to increase the effectiveness, efficiency and impact of both philanthropic organizations and their nonprofit partners.

**Design-Thinking Strategies:** Place nonprofit and beneficiary needs and their unique contexts at the center of philanthropic investments—a human-centered approach.

**Legacy Leadership:** Leadership becomes meaningful when you use your unique resources to invest in and support the leadership of others, especially individuals from historically underrepresented groups—including women. Just as accountability is completely self-imposed in philanthropy, the onus is on each individual to manifest their values in their professional decisions—especially when making choices about to whom we give opportunities and for whom we advocate.

## GRADES

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The course grade is comprised of the following three components:

**35%** Class participation

In-class Participation – 80% (28% of final grade)

Instructor Required Office Hours – 20% (7% of final grade) - *each student will be required to attend a pre-course small group office hour session with the instructor, as well as a mid-class check-in.*

**65%** Social Impact Plan

*Assignment-based worksheets will be required for several sessions. Each of these worksheets will provide core content for your final assignments, however, they will not be graded.*

**GSB students must enroll in GSBGEN 581.** All other Stanford University students must enroll in EDUC 377C. Final course grades are curved within the course students are enrolled in (i.e. for final grades—*not* assignment or class participation grades—GSB students will be graded only against other GSB students and non-GSB students will be graded only against other non-GSB students).

**Penalty for late assignment submission.** For late submissions, assignment grades will be decreased by 10% if late by 1 – 24 hours, 20% if late by 24 – 48 hours, etc. If confronted with a serious personal situation, students must notify a course assistant 72 hours prior to the assignment due date to create a reasonable, alternative plan. The instructor must approve any extended due date.

**Grading is anonymous.** To best respect the sensitivity and confidentiality of the topics discussed in assignments and to prevent any conscious or unconscious bias in the grading process, all assignments and weekly feedback surveys are graded/reviewed anonymously. Students will submit assignments and weekly feedback surveys with their student ID number only (and not their name).

## CLASS PARTICIPATION

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**Complete all required readings.** Every student will be expected to complete *all* required readings, including required viewing/listening, as well as thoroughly prepare answers to the “Required Questions to Prepare,” listed in the syllabus, for every session. It is essential for students to watch these videos and complete assigned exercises **before** the session to be prepared for all the individual work, group-work and discussions in class.

**Prepare for guest speakers.** Several sessions will include a presentation from at least one guest speaker. Every student must review the biography for each guest speaker and prepare at least two thoughtful questions related to the class topic.

**Participation grades will be based both on quality and consistency.** High quality comments will advance class discussion and support the learning of the entire class. They will also reflect nuanced understanding and analysis of course readings and materials. Asking uninformed questions of the instructor or the speakers or giving under-researched or redundant answers will not be counted positively towards students’ participation grade.

**Attendance is mandatory.** Students must attend all classes. Students are required to arrive on time and stay until class is dismissed. Missing a class without written explanation/approval will adversely affect students’ class participation grades; final class participation grades will be reduced by 10% for each session missed without such prior approval. Students who miss two or more sessions will not pass the class, resulting in a “U” grade for GSB students and an “NC” grade for non-GSB students. An unexcused absence may be mitigated by sending a member of the teaching team a 3-page paper (single-spaced, 12-point and Times New Roman font) on a subject of the instructor’s choosing related

to the session they missed. Papers will be due at the beginning of class within two days of the missed session. Contact a member of the teaching team for further directions.

**Assignment for an excused missed class is required.** Students can miss a maximum of one class if they provide the teaching team with a written explanation and receive approval at least 24 hours in advance, and send the course assistants a 1-page summary (single-spaced, 12-point and Times New Roman font) on the assigned readings, due at the beginning of class one week after the absence. Students must let a course assistant know in advance if they will need to miss class for any reason. Excused absences would include family or personal crises, medical emergencies or family deaths. There will be no penalty on the student's final participation grade if they follow these steps. Exceptions can be made for emergencies, as determined by the instructor.

**Instructor office hours are required.** Every student is required to attend two office hours sessions with the instructor: one before class begins, and a second before the end of the term. This will account for 20% of the final class participation grade (or 7% of a student's final course grade). There will be available sessions during the two weeks, with groups of 6 – 10 students per 30 minute session. Signups are posted on Canvas under "Assignments."

## ASSIGNMENTS

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### *Individual Assignment: Social Impact Plan*

**OBJECTIVE:** Students formulate and articulate strategies for creating social change over the next five years. This will be a two-part assignment - full details for both assignments are posted on Canvas.

**DUE DATE:** Submit the first part of the assignment on Canvas on Monday, October 12 by 9:00am (PDT). Submit the second part of the assignment on Canvas on Monday, October 19th by 9:00am (PDT).

**REQUIREMENTS:** Please see Canvas for assignment specifics and the grading rubric.

**OFFICE HOURS:** For questions about the assignment or if students would like feedback prior to or following submission, students should please email them to the teaching team at [gsbgen581@gmail.com](mailto:gsbgen581@gmail.com) and/or attend scheduled office hours, posted on Canvas.

## GENERAL EXPECTATIONS

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**Class conduct is critical. All students will be expected to abide by Class Zoom Norms for GG581 (required reading for Session 1).** Cameras must be on at all times, microphone should be muted when not speaking, no food is allowed, cell phones must be silenced and put away and actions that would be distracting on camera should be avoided. **Students will be expected to make sure their Zoom account shows their full name in every class.** Every student will be required to update their

Zoom account so that it displays their First Name, Last Name, and, if comfortable, gender pronouns (e.g. she/her/hers).

**Course assistant office hours are by appointment only.** Please contact the course assistants at [gsbgen581@gmail.com](mailto:gsbgen581@gmail.com) to schedule office hours with the teaching team. Please check Canvas for more information.

**Reference the Canvas site.** The most recent version of the syllabus can be found on Canvas, along with all course readings, handouts, Giving 2.0™ Guides, slides and assignments.

**Honor Code must be maintained.**

## **STUDENTS WITH DOCUMENTED DISABILITIES**

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**Students with Documented Disabilities:** Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. Unless the student has a temporary disability, Accommodation letters are issued for the entire academic year. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <https://oae.stanford.edu/> .)

## COURSE SCHEDULE

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### ***Pre-Class Assignment: You are a Philanthropist—Refining Your Values and Your Motivation to Give***

Students will be required to complete a pre-class assignment available on Canvas that will allow them to assess their philanthropic values and motivation to give. Students will be discussing their findings from this exercise during session 1.

### ***SESSION 1: Transforming Values and Passion into Action—Creating a More Meaningful Life***

MONDAY, October 5

#### **Required Reading – Canvas:**

- Course Syllabus.
- Class Zoom Norms for GG581.
- Biography of Laura Arrillaga-Andreessen.
- Arrillaga-Andreessen, "Letter to Students," 2020.
- Arrillaga-Andreessen, "Legacy Leadership Tactical Toolkit," laaf.org, 2019.
- Arrillaga-Andreessen, "Giving 2.0™ Guide: [Philanthropic Asset Portfolio](#)," laaf.org, 2020.
- 2019 Key Giving Statistics and Trends

#### **Required Reading – Accessible Online:**

- Laura Arrillaga-Andreessen Foundation (LAAF) website: [www.laaf.org](http://www.laaf.org)

#### **Required Viewing/Listening – Canvas:**

- 3 Interconnected Principles.

#### **Required Questions to Prepare:**

- What is your definition of a philanthropist?
- What is the difference between generosity and creating measurable, social value?
- What are non-financial assets that you uniquely can deploy philanthropically?
- What social issues are you most interested in and passionate about?

### ***SESSION 2: Principles of Effective Philanthropy and Leadership: Community Service to Systems Change***

WEDNESDAY, October 7

Guest Speaker: Hal Harvey, CEO of Energy Innovation

#### **Required Pre-Class Assignment - Canvas:**

- Worksheet: [Defining and Refining Your Issue Area](#)

#### **Required Reading – Canvas:**

- Biography of Hal Harvey.



- Arrillaga-Andreessen, "Giving 2.0™ Guide: [Social Change Goals](#)," *laaf.org*, 2019.
- Arrillaga-Andreessen, "Giving 2.0™ Guide: [Questions to Ask When Considering Funding a Nonprofit](#)," *laaf.org*, 2019.
- Arrillaga-Andreessen, "Giving 2.0™ Guide: [Art of Assessing Nonprofits](#)," *laaf.org*, 2019.
- Arrillaga-Andreessen, "Giving 2.0™ Guide: Giving Yourself—A Donation More Valuable Than Money," *laaf.org*, 2013.
- Brest, "The Power of Theories of Change," *Stanford Social Innovation Review*, Spring 2010.
- Brest, "Logic Models: An Overview," *Stanford Center on Philanthropy and Civil Society*, July 2015.
- Arrillaga-Andreessen, "Giving 2.0™ Guide: [Individual Giving Models](#)," *laaf.org*, 2020.

### Required Viewing/Listening:

- "Creating a Theory of Change | Laura Arrillaga-Andreessen Giving 2.0™ Curriculum," YouTube, <https://youtu.be/6iNIGj2tA7k>.

### Required Questions to Prepare:

- What are the elements of a theory of change and its corresponding logic model? Why is each important and how do they interact?
- What unmet public needs/problems intersect with your passions?
- What unique value can you bring to that intersection of personal passions and public needs?
- What are practices you can engage in to ensure that beneficiaries' experiences and feedback are considered as you implement your Theory of Change?

### Optional Reading – Canvas:

- Harvey, "Strategic Philanthropy: Climate Change Example," 2019.

### Optional Viewing/Listening:

- "Issue Area Selection | Laura Arrillaga-Andreessen Giving 2.0™ Curriculum," YouTube, <https://youtu.be/-IXRXEsrlU>.

## SESSION 3: Philanthropy, Justice & Inclusivity

FRIDAY, October 9

Guest Speaker: Darren Walker, CEO of Ford Foundation

### Required Reading – Canvas:

- Biography of Darren Walker.
- Arrillaga-Andreessen, "Giving 2.0™ Guide: [Defining Criteria for Your Giving Decisions](#)," *laaf.org*, 2019.
- Walker, "Why Giving Back Isn't Enough," *The New York Times*, December 17, 2015.
- Walker, "Toward a New Gospel of Wealth," *Ford Foundation*, October 1, 2015.
- Walker, "Opinion | If Black Lives Really Matter to the Rich, Philanthropy Isn't Enough," *The New York Times*, June 25, 2020.
- MacFarquhar, "What Money Can Buy," p. 8 – 16, *The New Yorker*, December 27, 2015.

### Required Reading – Accessible Online:

- Ford Foundation website: [www.fordfoundation.org](http://www.fordfoundation.org)

**Optional Reading – Canvas:**

- Porter and Kramer, "Philanthropy's New Agenda: Creating Value," *Harvard Business Review*, November – December, 1999.
- Carnegie, "The Gospel of Wealth," 1889.

**Required Questions to Prepare:**

- How can we, as individual givers and activists, ensure that we are exposed to and aware of the most pressing social issues and divergent perspectives?
- What criteria will determine how you make your giving decisions? That is, what questions will you ask yourself (and/or others) to inform how you make decisions about where to invest your time, expertise and other resources? *These criteria will become your philanthropic investment criteria.*
- What role and responsibility, if any, do you feel you have in reducing inequality?
- What are the specific ways that institutional philanthropies can create social value that makes them unique as organizations (as compared to business, government, nonprofits, etc.)?

**SESSION 4: Philanthropy, Power and Vulnerability****MONDAY, October 12**

Guest Speakers: Crystal Hayling, Executive Director of The Libra Foundation and Ashley Clark, Knowledge and Grants Manager of The Libra Foundation

**Required Reading – Canvas:**

- Biographies of Crystal Hayling and Ashley Clark.
- "Trust-Based Philanthropy: An Approach," *Trust-Based Philanthropy Network*, 2019.
- Giridharadas, "The Thriving World, the Wilting World, and You," *Medium*, July 31, 2015.
- Kolbert, "Gospels of Giving for the New Gilded Age," *The New Yorker*, August 20, 2018.
- Hunt-Hendrix and Kim, Lurie, Newmark and Phillips, "The Future of Philanthropy," *The Nation*, July 21, 2016.
- Buchanan, "Putting Critiques in Perspective in Pursuit of More Effective Philanthropy," *The Center for Effective Philanthropy*, January 24, 2019.
- Paul Sullivan, "In Philanthropy, Race Is Still a Factor in Who Gets What, Study Shows," *The New York Times*, May 1, 2020, <https://www.nytimes.com/2020/05/01/your-money/philanthropy-race.html>.
- "On the Precipice," The Libra Foundation (blog), accessed August 25, 2020, <https://www.thelibrafoundation.org/2020/06/on-the-precipice/>.

**Required Reading – Accessible Online:**

- The Libra Foundation website: <https://www.thelibrafoundation.org/>

**Required Questions to Prepare:**

- Should philanthropy be purely an expression of individual values, interests and beliefs? Or should it have some obligation to serve the most vulnerable and/or address individual, institutional and systemic inequality? (Please come to class prepared to debate this issue.)
- What specific actions empower grantors and grantees to effectively engage in a mutually accountable relationship? What are appropriate boundaries for donor influence and control?
- As you think about your career, who will be impacted both positively and negatively by the organization(s) and industry(ies) for which you work?

## **SESSION 5: Philanthropy, Inequality & Democracy**

**WEDNESDAY, October 14**

Guest Speakers: Laura Muñoz Arnold, Co-Founder of Arnold Ventures and Rob Reich, Faculty Co-Director of Stanford Center on Philanthropy and Civil Society

### **Required Reading – Canvas:**

- Biography of Laura Muñoz Arnold.
- Biography of Rob Reich.
- Galehouse, "Arnold Ventures is Developing Innovative Solutions to Persistent Problems," *TMC News*, June 3, 2019.
- "A Moment Has Found Us': The Arnold Ventures Approach to Police Reform and Rethinking Public Safety," *Arnold Foundation*, July 15, 2020, <https://www.arnoldventures.org/stories/a-moment-has-found-us-the-arnold-ventures-approach-to-police-reform-and-rethinking-public-safety/>.
- Philip Rojc, "Fault Lines: How a Leading Criminal Justice Funder Is Navigating a Historic Moment," *Inside Philanthropy*, August 25, 2020, <https://www.insidephilanthropy.com/home/2020/8/25/fault-lines-how-a-leading-criminal-justice-funder-is-navigating-a-historic-moment>.
- Reich, "Philanthropy in the Service of Democracy," *Stanford Social Innovation Review*, Winter 2019.
- Fung, Brest and Cowen, "What are Foundations For?" *BostonReview.net*, March 1, 2013.

### **Required Questions to Prepare:**

- What opportunities and ethical issues should philanthropists consider when engaging directly in advocacy and policy change?
- How does the philanthropic field as a whole support and/or benefit American democracy? In what ways does philanthropy challenge or hinder American democratic principles?
- How does the provision of philanthropic dollars or the absence of sufficient funding impact the social contract between disparate communities and their government?

## **SESSION 6: Revisiting Your Values & Leadership in Your Professional Life**

**FRIDAY, OCTOBER 16**

Guest Speaker: Justin Steele, Principal of Google.org

### **Required Reading – Canvas:**

- Biography of Justin Steele.
- Arrillaga-Andreessen, "Tactical Toolkit: Tactics and Policies for Increasing Inclusivity in the Workplace," laaf.org, 2020.
- Arrillaga-Andreessen, "Giving 2.0™ Guide: [Nonprofit Board Service](#)," laaf.org, 2019.
- Redman, "The CORPORATE FOR GOOD Sector: Perspectives from Google.org," *O'Neill School of Public and Environmental Affairs*, July 19, 2019.
- Arrillaga-Andreessen, "Giving 2.0™ Guide: [Corporate Philanthropy Motivations and Incentives](#)," laaf.org, 2019.

**Optional Reading – Canvas:**

- Arrillaga-Andreessen, "Giving 2.0™ Guide: [Corporate Philanthropy Models and Programs](#)," *laaf.org*, 2019.
- "Increasing Impact, Enhancing Value: A Practitioner's Guide to Leading Corporate Philanthropy," *Council on Foundations*, 2012.
- Porter, "Charitable Giving by Corporations Is Also About Getting, a New Study Finds," *The New York Times*, April 3, 2018.

**Required Questions to Prepare:**

- What opportunities can you pursue at the individual, team and institution levels to create greater inclusivity at your future workplaces (consider personal actions, process iterations, policy creation, cultural values and norms)?
- How will you manifest your personal values through your professional decisions and the choices you make as a leader?
- What are steps you can take professionally to center your decision making around the people whose lives and careers you aspire to touch and transform? (Consider practices and choices you make around recruitment, interviewing, hiring, reviewing and team/culture building.)