

SAMPLE SYLLABUS

Course Title: BILLIONAIRES, BEST INTENTIONS, & HIGHER EDUCATION

4 credits – Two meetings per week, 75 minutes per meeting

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COURSE DESCRIPTION

For as long as wealthy Americans have given their money away, education has been a leading recipient of their largess. Andrew Carnegie, Henry Ford, John D. Rockefeller, John MacArthur, William Hewlett, Bill Gates, George Soros, Mark Zuckerberg: the biggest philanthropists of the 20th, and their 21st century counterparts, all gave significant portions of their fortunes to schools, universities, teachers, and libraries in the United States and abroad. Today, according to the Foundation Center, about a quarter of all foundation giving goes to education (including higher education and adult education); overall, only religious organizations receive more charitable donations.

Since the turn of the millennium, higher education philanthropy has been undergoing a major transition, as a new generation of donors has emerged. The most prominent giver is the Bill and Melinda Gates Foundation, which made its first education donations in 2000 and now directs \$1 billion a year to schools, research centers, and universities around the world. But Gates is not alone, and the philanthropists who have preceded or followed often arrived armed with controversial ideas about higher education and some very different approaches to giving their money away, in the United States and in many countries. For instance, the Partnership for Higher Education in Africa, a consortium of seven major U.S. foundations contributed close to \$450 million in grants to select universities in nine African nations. Critics questioned the influence of American foundations over African universities in pushing an agenda that was closer to their own interests. *What role does philanthropy play in higher education? How much private funding is devoted to public education? What roles have philanthropists played in advancing reform? What are the challenges facing foundations that want to contribute to universities in developing countries?* This course examines the world of educational philanthropy, at home and abroad, and addresses *the issues of higher education philanthropy that will be of interest to anyone concerned with the present and future state of higher education in the world.*

LEARNING OUTCOMES

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

- Identify main strands in the fields of educational philanthropy
- Relate public education to the projects of social change, educational capital, and human development nationally and internationally.
- Compare higher education across different contexts and classify different actors and stakeholders in higher education, at both national and international

- levels
- Evaluate a specific philanthropic initiative as well as assess trends in higher education globally today

ASSIGNMENTS AND EVALUATION

Assignment	Weight of Final Grade	Due Date
1. Reading Responses (2)	30% (15% each)	#1 due by class Week 4 #2 due by class Week 7
2. Case Study + Presentation	30% (20% + 10%)	Final due class Week 13 * 2 page outline due Week 10
3. Final Exam (take-home)	30%	5 days after final class
4. Participation	10%	

Assignments should be typed, double-spaced, in 12 pt font, and with standard 1x1.5 inch margins. Please print double-sided. It is the student's responsibility to proofread an assignment before turning it in, and I encourage all students to make use of the university's Writing Center for their work.

1. Two Critical Responses (30%, 15% each)

> In these 4-5 page assignments students are asked to critically respond to the readings and content of the course. Students may draw from the prompt questions in the syllabus, but are encouraged to pursue their own lines of thought. Students should be sure to reference course readings and lectures, and make connections across topics. Key is the demonstration of critical thinking about course ideas however a clear explanation of the ideas to which you are responding is essential. More guidelines on these assignments will be provided during the semester.

> Students can choose which course topics they will write responses for, however, they must be turned in within 1 week of the topic being covered. Students are encouraged to take up themes that overlap different weeks of the course and integrate multiple readings. Response #1 is due by Week 4, and response #2 is due by Week 7.

2. Case Study (30%)

> For this assignment you will select an educational philanthropy initiative and develop an analytic case study of it.

> Students should respond to the following questions in their case studies:

- What are the underlying assumptions of the initiative's design?
- Who are the stakeholders? Implementers?
- How does the initiative relate to course theories and readings?
- Was the initiative successful? How would you recommend improving it (and

based on what theories of your own?)

Some suggestions for initiatives students could choose to analyze:

- *Case #1:* The Challenges of Open Societies and Democratization: George Soros and the Central European University
- *Case #2:* Providing better Internet access to African universities: The Bandwidth Consortium
- *Case #3:* Reshaping the National Public Health Agenda in the U.S.: The Johns Hopkins Bloomberg School of Public Health
- *Case #4:* Learning by Doing: The Noyce Foundation's Every Child a Reader and Writer Initiative
- *Case #5:* Focus for Impact: The PacifiCorp Foundation for Learning's Early Childhood Literacy Initiative
- *Case #6:* Engaged Partners: The Achieving the Dream Partnership
- *Case #7:* Strengthening Grantee Effectiveness: The Hyde Family Foundations
- *Case #8:* The Next Generation of Academics: The Partnership for Higher Education in Africa (Carnegie, Ford, Rockefeller, Hewlett and others)
- *Case #9:* **Carlos Slim Helú**, and digital education programs in Mexico
- *Case #10:* **The [Azim Premji Foundation](#)** and education resources and grassroots level support for local communities as they improve local public schools in India.
- *Case #11:* Teacher Education in Indonesia: [Tanoto Foundation](#),
- *Case #12:* [Hüsnü M. Özyeğin Foundation](#) and scholarships to university students from disadvantaged backgrounds in Turkey.
- *Case #13:* Li Ka Shing, the Superman of the Orient

Case studies should be 12-15 pages, not including a title page and bibliography. For references, students should follow APA -6th edition rules. Case studies are due in Week 13. Team projects of two to three students are accepted but not compulsory.

Students will also submit a 2-page outline of their selected education philanthropy initiative in Week 10. This should outline the initiative chosen, some of the course topics to which it relates, and a list of 5-10 bibliographic sources that will be drawn upon. More guidelines will be provided during the semester.

Students will present their case studies in class on Week 13 and 14. Presentations will last 15-20 minutes including Q & A (PowerPoint presentations highly recommended).

3. Final Exam (take-home) (30%)

> The exam will be distributed in the final meeting of the class and will be due five days later. It will consist of two questions, and students' answers to each question should not exceed 3 pages, double-spaced. Example: Discuss How Grant Makers Can Support Education Policies

4. Participation (10%)

- > Participation will be evaluated in terms of quality of contributions, not quantity.
- > Students should come to class with questions from the readings to discuss. This could be either a point of clarification, or a linkage between readings from different weeks of the course. Participation includes being prepared for class by doing readings on time as well as mini-assignments that will contribute to class discussions.
- > Denigrating or impeding the active participation of others will result in a lower participation grade.

ATTENDANCE

Attendance at all class meetings is mandatory, and will inform your participation grade. Should something unavoidable arise, please speak with me beforehand in person or via email.

ACADEMIC INTEGRITY

All submitted work must adhere to the standards of academic ethics. According to the university's Statement on Academic Integrity, you violate the principle of this integrity when you cheat on an exam; submit the same work for two different courses without prior permission from your professors; receive help on a take-home assignment without prior permission from your professors, particularly one that asks you to express your own independent thinking; and plagiarize printed or electronic material. All students are responsible for understanding and complying with the university's Statement on Academic Integrity.

COURSE TEXTS

Course texts are available for purchase at the central library and will be placed on reserve. All other readings will be available on Blackboard. Supplemental materials for class activities and assignments will be handed out in class. Please note that we will only be using portions of all of these books in the course:

- Arnove, Robert F. 1980. *Philanthropy and Cultural Imperialism: The Foundations at Home and Abroad*. Boston: G.K. Hall.
- Bacchetti Ray, Ehrlich Thomas. 2007. *Reconnecting Education & Foundations, Turning Good Intentions Into Educational Capital*. Stanford: Carnegie Foundation for the Advancement of Teaching.
- Bernstein, Alison R. 2013. *Funding the Future: Philanthropy's Influence on American Higher Education*. Lanham: Rowman and Littlefield.
- Brison, Jeffrey D. 2005. *Rockefeller, Carnegie, and Canada: American Philanthropy and the Arts and Letters in Canada*. Montreal: McGill-Queen's University Press.

- Jaumont Fabrice. 2016. *Unequal Partners. American Foundations and Higher Education Development in Africa*. New York, Palgrave-MacMillan,

STUDENTS WITH DISABILITIES

Students with physical or learning disabilities are required to register with the Center for Students with Disabilities, and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

RESOURCES

- The Chronicle of Philanthropy
- The Chronicle of Higher Education
- Philanthropy Roundtable
- Giving USA
- The Foundation Center: online database + Grants for Foreign and International Programs. + Foundation Giving Trends, Update on Funding Priorities. + International Grant Making Update, A Snapshot of U.S. Foundation Trends. + Yearbook, Facts and Figures on Private and Community Foundations. + International Grantmaking
- National Committee for Responsive Philanthropy
- Grantmakers for Education: A network of more than 230 funders dedicated to improving educational opportunities and success for students from the pre-kindergarten level up through college
- Global Philanthropy Forum: background statistics coupled with examples of innovative solutions supported by philanthropy on five key areas of activity being addressed at the Forum, including access to education.
- Foundation Directory Online: Learn about current funding priorities of education funders by searching the Center's comprehensive database of U.S. grantmakers.
- FC Statistics: Identify foundation giving trends in education by reviewing statistical tables developed by the Foundation Center.
- Philanthropy News Digest - PND: Browse the latest news on education philanthropy at PND, the Center's online news service.
- PubHub: Search PubHub to find recent foundation-sponsored reports on the subject of education. You can also subscribe to PubHub's education RSS feed.
- Peter Dobkin Hall: [Documentary History of Philanthropy, Voluntarism, and Nonprofit Organizations in the United States, 1600 to the Present](#)

SCHEDULE

Week 1: What is Education Philanthropy? Ecology of the field

Session 1: Overview of the field

K-12 Philanthropy in the U.S.; Funding Higher Education in Canada; Adult Education in Latin America; Health Education in South Africa; Medical Schools in China; Green Revolution in India.

Debate: What Should a Billionaire Give – and What would You?

Session 2: Why do people give?

Personal return on investment (recognition, feels good, status, increase in network) and social return in investment (make a difference, create impact, solve a problem).

Readings: Lise Vesterlund: [Why do people give](#) (What economists have learned)
J. Aaker and A. Akutsu: [The Role of Identity in Giving](#)

Radio: [Why Do We Give? Not Why Or How You Think](#) (NPR)

Week 2: Historical Overview of Educational Philanthropy

Session 1: History of Giving in the World

Confucianism, Buddhism, Hinduism, missionary work, Islamic law, tribal traditions, and corporate giving

Readings: Extracts from Philanthropy in the World's Traditions by Warren F. Ilchman, Stanley N. Katz, and Edward L. Queen II 1998

Session 2: Giving in the United States

Harvard College; Cotton Mather; Benjamin Franklin, Alexis de Toqueville, Andrew Carnegie

Readings: Peter Dobkin Hall: [A Historical Overview of Philanthropy, Voluntary Associations, and Nonprofit Organizations in the United States, 1600-2000](#)
Andrew Carnegie: [The Gospel of Wealth](#)

Week 3: What are funders funding?

Session 1: Funding Styles and Strategies.

Readings: [Benchmarking 2008. Trends in Education Philanthropy](#) (Grantmakers for Education, 2008)

Foundation Center: [Interactive Map of Direct Grants by U.S. Grantmakers to non U.S. Recipients](#)

Session 2: High Leverage, High Impact

Readings: Hess Frederick M. With The Best of Intentions: How Philanthropy Is Reshaping K-12 Education Cambridge: Harvard Education Press, 2005. (Section I. The Landscape of K-12 Giving)

Video: [Melinda Gates on Education](#)

Week 4: What's promising?

Session 1: Turning Good Intentions into Educational Capital

Readings: Bacchetti Ray. Ehrlich Thomas. Reconnecting Education & Foundations, Turning Good Intentions Into Educational Capital. Stanford: Carnegie Foundation for the Advancement of Teaching, 2007. (Part one: Higher Education and Foundations)

Session 2: Priorities in higher education worldwide.
Access to e-learning in Africa

Readings: Addressing financial barriers to women's access to higher education in Uganda and Tanzania. Carnegie Corporation of New York

Assignment: Response Paper 1 must be turned in

Week 5: What's troubling?

Session 1: Ethics of billionaire spending.

Readings: What Did the Money Buy? Annenberg's \$500 million grants for education (Chronicle of Higher Education, 2002)

Session 2: The Question of Efficiency

Readings: How Many Billionaires Does It Take to Fix a School System? NY Times (March 9, 2008)
Diane Ravitch (2010) "Who Will Tell Donors They Are Wrong About Education Grants?"

Week 6: Urban Education and School Reform

Session 1: Approaches to Reform

Readings: Bernstein, Alison R. 2013. *Funding the Future: Philanthropy's Influence on American Higher Education*. Lanham: Rowman and Littlefield.

Session 2: Small Schools Movement

Readings: Kevin Welner and Amy Farley (2007) *Confronting Systemic Inequity in Education*

Thomas Toch: [Small is Beautiful](#)

Week 7: Conservative Education Philanthropy

Session 1: Foundations and School Privatization

Readings: Rick Cohen (2007) *Strategic Grantmaking: Foundations and the School Privatization Movement*

Session 2: Public Charter Schools

Readings: [Steiner, L., & Doyle, D. \(2011\). Leading approaches to philanthropic investment in the charter sector: A scan of four cities. Chapel Hill, NC: Public Impact.](#)

Assignment: Response Paper 2 must be turned in

Week 8: Minority Education Philanthropy

Session 1: From Jim Crow to Bridging the Achievement Gap

Readings: Joan Malczewski, "Weak State, Stronger Schools: Northern Philanthropy and Organizational Change in the Jim Crow South," *Journal of Southern History*, v. LXXV, November 2009.
The Circle on Philanthropy and [Aboriginal People](#) in Canada

Session 2: Immigration, Heritage Language Speakers and Public-Private Partnerships

Readings: J. Ross & F. Jaumont. *French Heritage Communities in the United States*. Center for Applied Linguistics. 2013

Guest Speaker: Jane Ross. The Alfred and Jane Ross Foundation

Week 9: Philanthropy and Higher Education Development

Session 1: Foundations and Universities in the United States

Readings: Bacchetti Ray. Ehrlich Thomas. Reconnecting Education & Foundations, Turning Good Intentions Into Educational Capital. Stanford: Carnegie Foundation for the Advancement of Teaching, 2007. (Part Two: Higher Education and Foundations)
Bernstein, Alison R. 2013. Funding the Future: Philanthropy's Influence on American Higher Education. Lanham: Rowman and Littlefield.

Session 2: U.S. Foundations and Universities in Africa

Readings: Partnership for Higher Education in Africa: [Accomplishments of the Partnership for Higher Education in Africa, 2000-2010: Report on a decade of collaborative foundation investment](#)
Partnership for Higher Education in Africa: [A Case Study of the Partnership for Higher Education in Africa: Lessons from a Ten-Year Funder Collaborative](#)
Jaumont, Fabrice. Unequal Partners. American Foundations and Higher Education Development in Africa. Palgrave-MacMillan. 2016.

Guest Speaker: Andrea Johnson. The Carnegie Corporation of New York

Week 10: Philanthropy and the Politics of Knowledge

Session1: U.S. Foundations and Knowledge Networks

Readings: Parmar Inderjeet. American Foundations and the Development of International Knowledge Networks. Global Networks 2, 1 (2002) 13–30.

Speaker: Justin Burke, Open Society Institute

Session 2: Knowledge Borrowing and Lending

Readings: [Catalytic Philanthropy in India: How India's Ultra-high Net Worth Philanthropists are Helping Solve Large-scale Social problems](#)

Week 11: Global Philanthropy and the Development of Educational Capital

Session 1: Post-Conflict Education

Readings: [Liberia's Education Pooled Fund: A Case for Private Foundation Engagement in Post Conflict Education Recovery](#)

Session 2: Learning for All

Readings: Center for Universal Education at Brookings (2011) [A Global Compact on Learning. Taking Action on Education in Developing Countries](#)

Week 12: Education Philanthropy and its Discontent

Session 1: U.S. Philanthropy and Imperialism

Readings: Arnove, Robert F. Philanthropy and Cultural Imperialism: The Foundations at Home and Abroad Boston: G.K. Hall, 1980
Berman Edward H. American Influence on African Education: The Role of the Phelps-Stokes Fund's Education Commissions. Comparative Education Review, Vol. 15, No. 2, Colonialism and Education. (Jun., 1971), pp.132-145.

Session 2: Champions of education: Should Billionaires Drive the Education Agenda?

Readings: Arnove, Robert F. Philanthropy and Cultural Imperialism: The Foundations at Home and Abroad Boston: G.K. Hall, 1980

Weeks 13: Case Studies of Higher Education Philanthropy Initiatives

What are some trends in higher education philanthropy initiatives underway today? What is the underlying thinking behind these initiatives? What do they tell us about the world in the 21st century? What initiatives are most promising for the field of education philanthropy? Of which should we be critical?

Session 1: Presentations 1 to 3 + Q&A

Session 2: Presentations 4 to 6 + Q&A

Assignment: Case studies must be turned in

Week 14: Case Studies of Education Philanthropy Initiatives

Session 1: Presentations 7 to 9 + Q&A

Session 2: Class Wrap up and Final Exam