

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Disability Studies 171:
Philanthropy: Confronting Challenges of Serving the Disabled (5 units)

Spring 2015
Thursday 4:00 to 6:50
2121 Murphy Hall

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COURSE DESCRIPTION:

In this course, we will study the history, philosophy, and practice of philanthropy using the lens of disability studies theory in conversation with important themes of charity, paternalism, and systems of dependency. You will encounter and analyze multiple perspectives of philanthropy while gaining practical experience setting priorities and making philanthropic investments. Working with a \$25,000 grant from the *Once Upon a Time Foundation*, funded under “The Philanthropy Lab” projects, and \$25,000 donated by UCLA donors, the class will have a rare opportunity and privilege to decide how to award \$50,000 among three local nonprofit organizations that focus on serving people with disabilities in Los Angeles.

PREREQUISITS:

Disability Studies 101 or 101W.

COURSE OBJECTIVES:

The primary goal of this class is to inform students about philanthropy and be cognizant of the role that it plays in the lives of people with disabilities. Specifically, the course is designed for students to:

1. Understand the nature of philanthropy and how it operates in disability communities.
2. Recognize how Disability Studies theory informs the practice of philanthropy.
3. Analyze and debate the roles and responsibilities of nonprofits in Los Angeles.
4. Participate in the philanthropic process: establishing goals, performing due diligence, writing and vetting proposals, engaging in discussions that will persuade, debating merits, and reaching a collective decision.
5. Make funding decisions and learn about giving away funds with a clearly articulated mission statement and set of goals.

REQUIRED TEXT:

All readings will be made available on the course web site.

COURSE STRUCTURE

The course is designed to meet as a seminar for three hours each Thursday during the Spring Quarter. For the initial five weeks of the quarter, the first hour will be devoted to discussion of the key concepts found in each week's readings. The second hour will be devoted to guests, including donors, leaders of local nonprofits and UCLA development staff, who will discuss contemporary practices of philanthropy. In the third hour, students will usually be divided into three workgroups of six students, each focusing on a number of nonprofits. A Disability Studies Philanthropy Scholar will facilitate weekly group sessions. For the second half of the quarter, the entire three-hour seminar will be devoted to group discussions and presentations, leading to a reception, at which time the class will award checks to the three selected nonprofits.

Interviews

During Weeks 3 and 4, students are required to interview one local nonprofit in Los Angeles. If a student is invited to meet in-person, he/she must meet in an appropriate setting or public space. For safety, students may not conduct in-person interviews/site visits alone and must be accompanied by another student.

Making decisions (Week 10; 6/4) and presenting the awards (Finals Week; 6/11)

During class in Week 10, students will decide how to award the \$50,000. The minimum award is set at \$5,000 and the maximum at \$40,000. Students are expected to engage in meaningful negotiation, collaboration, and consensus building. On Thursday of finals week (June 11), the class will host a small reception from 4-5:30 pm in the UCLA Faculty Center to present checks to the three nonprofits. Attendance at the reception is required.

COURSE REQUIREMENTS:

Participation (20 percent)

The lifeblood of every seminar is the class discussion. You are expected to complete the weekly readings and be prepared to contribute to the group discussion. This means that you must finish the readings before the class for which they are assigned. Laptops, iPads, PDA's, and cell phones should not be used during class unless they are being used as part of your presentation.

Class presentation (5 percent)

You are responsible for a short 2-3 minute oral presentation, in which you will open the discussion on one of the texts assigned for the week. The presentation does not need to be formal, however, it is important to raise questions about the reading that engages all participants in the seminar. You are required to meet with me (or your TA) before the presentation to discuss your plans. Please be aware that a seminar cannot function without preparation and participation.

Written assignments (75 percent)

While we will be spending most of our time in this seminar looking at a sampling perspectives on the themes of philanthropy and disability, the written assignments for this class will require that you engage in outside research while keeping the themes of the reading in mind. Please note that all papers should use APA format.

Paper 1: Review of two nonprofits from the workgroup list (due Week 3)

In a four-page paper, each student will focus on two nonprofit agencies from an approved list. From information provided on the web, the student will identify the mission and goals of each agency and describe sample projects. The student will also discuss briefly why the work of the agency is important to the community served. The student will distribute and present Paper 1 during the Week 3 group sessions.

Paper 2: An individual proposal presented to the small group (due Week 6)

In a six-page paper, the student will submit a proposal to her/his workgroup, making clear and convincing arguments in support of one of the nonprofit agencies reviewed in Paper 1. The proposal should include: 1) brief description and history of the nonprofit; 2) evidence the nonprofit has 501c-3 status, and if applicable, an acceptable rating from Charity Navigator, GuideStar or FindTheBest (or another intermediary agency); 3) a summary of the annual budget; 4) description of two key projects or services being undertaken by the nonprofit; 5) statement about how the nonprofit agency might use a grant ranging from \$5,000 to \$40,000; and 6) personal statement explaining why the work of the nonprofit is important to the disability community. In writing this paper and keeping the readings in mind, the student will incorporate the web-based information from Paper 1 as well as information gathered during the interview.

Paper 3: An group proposal presented to the Board (due Week 8)

In an eight-page paper, each group will submit a grant proposal, making clear and convincing arguments in support of one of the nonprofit agencies. The proposal must follow the Board's approved proposal template, which is available on the course web site. Remember, the grant proposal is a creative exercise meant to introduce students to the art of making persuasive arguments.

Paper 4: Reflection paper (due Finals Week)

In a six- to eight-page paper, the student will compose a paper that reflects on his/her learning in the class, how the process of engaging in grant-making contributed to his/her development, and his/her ideas regarding charitable and philanthropic engagement going forward after the class. Questions you should consider answering include: were you ever on the giving or receiving end of philanthropy and/or charity? How did these experiences inform your definition and approach to philanthropy and charity? How have the course discussions and readings challenged and/or reinforced your initial perspectives? How has being in a position of power to distribute funding to nonprofit organizations affected your understanding of philanthropy and charity? How has inhabiting this privileged position affected your ideas regarding charitable and philanthropic engagement going forward after the class? Please cite 4-6 readings in the paper.

GRADING POLICY:

Participation:	20
Class presentation:	5
First paper:	10
Second paper:	20
Third paper:	20
Fourth paper:	25
Total:	100

STATEMENT OF DISABILITY, ABILITY, AND REASONABLE ACCOMMODATION:

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, UCLA is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (emotional, medical, physical and/ or learning) consult the Office for Students with Disabilities (OSD), located in A255 Murphy Hall, to secure necessary academic accommodations. In addition to registering with OSD, students may contact me privately to discuss specific needs. I also welcome contact and conversation from those students who do not identify as disabled but who would like to share with me ways that I can help make the curriculum more accessible and/or facilitate learning and participation.

STATEMENT ON ACADEMIC INTEGRITY:

You are expected to abide by UCLA's Code of Conduct. Cheating and plagiarism are not tolerated, and can result in failure of the course and/or other disciplinary action, including expulsion from UCLA. See www.deanofstudents.ucla.edu/studentconductcode.

CLASS SCHEDULE:

All assigned readings can be found on the course web site:

Week/ Date	Seminar/	Small group activities
<p>1 4/2</p>	<p><u>Seminar: Introduction to philanthropy and nonprofits</u></p> <ul style="list-style-type: none"> ▪ Introduction to the course and teaching team ▪ Review syllabus and grading expectations ▪ Short lecture 	<p><u>Small group</u></p> <p>Review and divide nonprofit list</p>
<p>2 4/9</p>	<p><u>Seminar: Historical perspectives on philanthropy</u></p> <p>Robbins, K. C. (2006). The nonprofit sector in historical perspective: Traditions of philanthropy in the west. In W. W. Powell & R. Steinberg (Eds.), <i>The nonprofit sector: A research handbook</i> (Second ed., pp. 13-31). New Haven: Yale University Press.</p> <p>Hall, P. D. (2006). A historical overview of philanthropy, voluntary associations, and nonprofit organizations in the United States, 1600-2000. In W. W. Powell & R. Steinberg (Eds.), <i>The nonprofit sector: A research handbook</i> (Second ed., pp. 32-65). New Haven: Yale University Press.</p> <p>Snyder, S. L., & Mitchell, D. T. (2006). Masquerades of impairment: Charity as a confidence game. <i>Cultural locations of disability</i> (pp. 37-68). Chicago: The University of Chicago Press.</p> <p><i>Guest presenter:</i> Suzanne Alpert, Legal Counsel, The Ray Charles Foundation Ramsey Jay, Board Member, The Ray Charles Foundation</p>	<p><u>Small group</u></p> <p>Update group on research of nonprofit agencies</p>

<p>3 4/16</p>	<p>Seminar: Why people give</p> <p>Carnegie, A. (1889). The gospel of wealth. from http://carnegie.org/publications/search-publications/pub/272/</p> <p>Acs, Z. J. (2013). Charity and philanthropy. <i>Why philanthropy matters: How the wealthy give, and what it means for our economic well-being</i> (pp. 121-148). Princeton: Princeton University Press.</p> <p>Singer, P. (2011). What should a billionaire give—and what should you? In P. Illingworth, T. Pogge, & L. Wenar (Eds.), <i>Giving well: The ethics of philanthropy</i> (pp. 13-25). New York: Oxford University Press.</p> <p>Walzer, M. (2011). On Humanitarianism: Is helping others charity, duty, or both? <i>Foreign Affairs</i>, 90(4), 69-80.</p> <p>Soskis, B. (2014). The importance of criticizing philanthropy. <i>The Atlantic</i>. from http://www.theatlantic.com/business/archive/2014/05/the-importance-of-criticizing-philanthropy/361951/</p> <p>Leonhardt, D. (2008, March 9). What makes people give? <i>The New York Times</i>. Retrieved from http://www.nytimes.com/2008/03/09/magazine/09Psychology-t.html? r=0</p> <p>Guest presenter: Madelyn Alfano, Board Member, Shane’s Inspiration</p>	<p>Small group</p> <p>Paper 1 is due</p> <p>Students present findings of research</p> <p>Groups narrow list from 12 to 6</p>
<p>4 4/23</p>	<p>Seminar: Philanthropy/charity and the disability community</p> <p>Shapiro, J. P. (1993). Tiny Tims, supercrips, and the end of pity. <i>No pity: People with disabilities forging a new civil rights movement</i> (First ed., pp. 12-40). New York: Times Books.</p> <p>Longmore, P. (2005). The cultural framing of disability: Telethons as a case study. <i>Modern Language Association</i>, 120(2), 502-508.</p> <p>Longmore, P. (2013). “Heaven’s special child”: The making of poster children. In L. J. Davis (Ed.), <i>The disability studies reader</i> (Fourth ed., pp. 34-41). New York: Routledge.</p> <p>Guest presenter: Lucy Meyer, Fundraiser, UNICEF</p>	<p>Small group</p> <p>Update group on research of nonprofit agencies and interviews</p>

<p>5 4/30</p>	<p><u>Seminar: Autism, Special Olympics, Sheltered Workshops</u></p> <p>Shire, E. (2013). Autism Speaks - but should everyone listen? <i>The Daily Beast</i>, (June 13). http://www.thedailybeast.com/articles/2014/06/13/autism-speaks-but-should-everyone-listen.html</p> <p>Foote, C. J., & Collins, B. (2011). You know, Eunice, the world will never be the same after this. <i>International Journal of Special Education</i>, 26(3), 285-295.</p> <p>Storey, K. (2004). The case against the Special Olympics. <i>Journal of Disability Policy Studies</i>, 15(1), 35-42.</p> <p>Hall, E., & Wilton, R. (2011). Alternative spaces of 'work' and inclusion for disabled people. <i>Disability and Society</i>, 26(7), 867-880.</p> <p>Gill, M. (2005). The myth of transition: Contractualizing disability in the sheltered workshop. <i>Disability and Society</i>, 20(6), 613-623.</p> <p>Guest presenter: TBD</p>	<p><u>Small group</u></p> <p>Update group on research of nonprofit agencies and interviews</p> <p>Group develops mission statement</p>
<p>6 5/7</p>	<p><u>Seminar: (Re-)thinking philanthropy, part 1</u></p> <p>Addams, J. (1899). The subtle problems of charity. <i>The Atlantic Monthly</i>, 83(496), 163-179. http://www.theatlantic.com/magazine/archive/1899/02/the-subtle-problems-of-charity/306217/</p> <p>Withers, A. J. (2012). For us, not with us. <i>Disability politics and theory</i> (pp. 57-79). Halifax: Fernwood Publishing.</p> <p>Lynn, E., & Wisely, D. S. (2006). Four traditions of philanthropy. In A. Davis & E. Lynn (Eds.), <i>The civically engaged reader: A diverse collection of short provocative readings on civic activity</i> (pp. 210-217). Chicago: Great Books Foundation.</p> <p>Peters, M., Castaneda, C. R., Hopkins, L., & McCants, A. (2010). Recognizing ableist beliefs and practices and taking action as an ally. In M. Adams, W. J. Blumenfeld, C. R. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), <i>Reading for diversity and social justice</i> (Second ed., pp. 528-531). New York: Routledge.</p> <p>Guest presenter: Agi Hirschberg, President, UCLA Women and Philanthropy</p>	<p><u>Small group</u></p> <p>Students present findings of research</p> <p>Paper 2 is due</p> <p>Groups narrow list from 6 to 1</p>

<p>7 5/14</p>	<p><u>Seminar: (Re-)thinking philanthropy, part 2</u></p> <p>Jagpal, N., & Laskowski, K. (2013). Real results: Why strategic philanthropy is social justice philanthropy. <i>A Philanthropy at Its Best Report</i>.</p> <p>Ahn, C. E. (2007). Democratizing American philanthropy. In INCITE! Women of Color Against Violence (Ed.), <i>The revolution will not be funded: Beyond the non-profit industrial complex</i> (pp. 63-76). Cambridge, MA: South End Press.</p> <p>King, T. L., & Osayande, E. (2007). The filth on philanthropy: Progressive philanthropy's agenda to misdirect social justice movements. In INCITE! Women of Color Against Violence (Ed.), <i>The revolution will not be funded: Beyond the non-profit industrial complex</i> (pp. 79-89). Cambridge, MA: South End Press.</p> <p>Guest presenter: Dr. Jeanne Argoff, Board Member, Westside Center for Independent Living Alan Toy, Executive Director, Westside Center for Independent Living</p>	<p><u>Small group</u></p> <p>Students work on final proposal and presentation</p>
<p>8 5/21</p>	<p><u>Board Meeting – Presentations</u></p> <p>Paper 3 is due</p> <p>Groups present final funding request</p>	<p><u>Small group</u></p> <p>Debrief on presentations</p>
<p>9 5/28</p>	<p><u>Board Meeting: Discussion</u></p>	
<p>10 6/4</p>	<p><u>Board Meeting: Funding Decisions</u></p>	
<p>Finals 6/11</p>	<p><u>Reception for awardees</u></p> <p>Final papers due</p>	