

**LSJ 490:  
Social Justice through Philanthropy**

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**Instructor:** Stephen Meyers

**Email:** sjmeyers@uw.edu (type “LSJ 490” in subject line)

**Office & Office Hours:** Smith 113b, Tuesday 2:30-3:30 pm & by appointment

**Location:** Thomson Hall (THO), Rm. 235

**Schedule:** Tuesday/Thursday 10:30 am to 12:20 pm

**Course Overview & Objectives:**

LSJ 490 is a theory and practice-based course on philanthropy where students will develop critical thinking skills and practical knowledge regarding philanthropic giving and ultimately allocate grants to organizations addressing important social issues. The learning goal is for students become aware of the difficulties of “doing good” in the community, yet develop the knowledge, insight, and skills to “do good” more effectively, including in communities that may be very different and distant from our own. The mission of this course is to instill in students a lifelong commitment to responsible philanthropy as a means for creating positive social change in the world around them.

This specific iteration of the class will be themed around “Global Giving,” specifically supporting projects that promote human rights or implement international development and humanitarian assistance projects and programs. This class represents a unique partnership between the **Law, Societies & Justice Department, Philanthropy Lab, and Global Washington.**

As an advanced LSJ seminar, this will be an intensive course that will require students to dedicate significant time to readings, writing, research, and practice. There will be both significant amounts of individual and team work throughout. It will also require that not only are students engaged in class discussions and team activities, but also engage with our partners, supporters, and other guests visiting the class throughout the quarter. For example, local philanthropists will be coming to class to explain why and how they give and local non-profit organizations will be coming to class to explain their strategies and programs for addressing important social issues. Ultimately, the class will conclude by students making a direct contribution to advancing social justice in this world by soliciting, evaluating, and funding project proposals from Seattle-based non-profit organizations implementing advocacy campaigns and humanitarian and development projects around the globe.

The course learning objectives are:

- Develop a critical understanding of philanthropic institutions as social problem definers, public priority setters, and policy and program implementers.

- Recognize the ethical implications of philanthropy (or “giving”), particularly across cultures and communities.
- Gain an in-depth understanding of a defined set of complex social issues through reading, research, classroom discussion, and guest lectures.
- Develop a class/course “giving philosophy” and proposal evaluation strategy.
- Write and present team social issue overviews and funding recommendation reports that explain specific issues, models for addressing them, and the merits of different proposals.
- Decide through a collaborative, student-led process which proposals to support and for how much and which proposals to deny.
- Commit to responsible philanthropy as an important individual goal and social practice.

The learning objectives will be met through learning activities that involve building a strong basis in the theory and practice of philanthropy, development, human rights, humanitarianism and cross-cultural program implementation. Students will be divided into teams of five around a specific social issue area and will be responsible for educating the class about that issue, evaluating proposals from organizations addressing the issue, and recommending a proposal for funding. Teams will include five members and must ensure that each member contributes to the have specific responsibilities of 1.) team management, 2.) collective writing, 3.) presentation preparation, 4.) scheduling meetings, and 5.) taking notes. Teams are responsible for ensuring everyone does their part and equally contributes. Team members will receive both a collective team grade and an individual grade, based on the evaluation of their peers, for presentations and briefs.

Collectively, as a class, students will then decide how to allocate \$75,000 through one grant of \$40,000, one grant of \$20,000, and three grants of \$5,000 each across the five programs that you, as a class, decide to fund. At the end of the quarter and course, the class will then present the grant awards in a “Giving Ceremony.”

### **Partners and Supporters:**

The **Philanthropy Lab** is a private foundation that has provided \$75,000 to this class to be given away. The Philanthropy Lab, which began in 2011 and works with twenty partner schools in the US ranging from Harvard to Stanford to now the University of Washington, is dedicated to increasing philanthropy education within university curriculum. Its mission is “to spark and expand students’ interest and participation in philanthropy; increase the prevalence and priority of philanthropy education in U.S. colleges and universities; and become self-sustaining at our partner schools.” To learn more about the Philanthropy Lab, you can visit their website at <https://www.thephilanthropylab.org/default.aspx>. A representative from the Philanthropy Lab will also be visiting our class in order to tell us more about their program and to learn about the University of Washington and this class.

**Global Washington** is a network of over a hundred small non-governmental organizations (NGOs), large NGOs, businesses, foundations, and academic institutions in the state of Washington. Global Washington's mission is to "support the global development community in Washington state that is working to create a healthier and more equitable world. Global Washington promotes its members, brings them together to spark new ideas and partnerships, and builds a network of leaders improving lives around the world." Global Washington's members are organized around twenty-two issue areas ranging from education and clean water through to human rights and women's empowerment. We will work with Global Washington to hone that list down to just five issue areas that we will investigate as a class, solicit proposals from their members doing that work, and allocate funds to. To learn more about Global Washington, you can visit their website at: <http://globalwa.org/>.

### **Inclusion and Accommodation**

I want to note that because this is a discussion and team work oriented class that will include a focus on diverse cultures. The class will also require students to actively debate and negotiate with one another over the decisions made collectively in class. As such, we have a shared responsibility to make this class is an inclusive and respectful space where everyone feels that they are welcome and can participate, regardless of gender, religion, disability, race and ethnicity, sexuality, national origin, migratory status, political beliefs, or other identities or experiences. My hope is that this class challenges each of us, including me as your professor, to be better global and local citizens through the acquisition of knowledge and the appreciation of difference.

There are also a number of specific accommodations that you have a right to and I have a duty to promote and protect. The first are accommodations for students with disabilities. Disability Accommodations are rights under the Americans with Disabilities Acts and other disability nondiscrimination protections. Accommodations are tools that grant students with disabilities access to educational opportunities. The Disability Resources for Students Office works with students and faculty to ensure reasonable accommodations are provided in the classroom and other student experiences to ensure full and equal access to the university. Please register with DRS to ensure that I am aware of your accommodations and fully provide them at: <http://depts.washington.edu/uwdrs/current-students/accommodations/>.

Secondly, Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

Also, if you have any specific needs or particular concerns of any kind, please feel free to discuss those with me privately so that we can figure out the necessary accommodations. That said, you should never feel the need to explain anything more than your need for an accommodation; I will not ask probing questions or ask you to disclose personal information that you may want to keep private.

Lastly, I am excited to teach this course and to get to know each of you. Please make use of my office hours! If you cannot make my posted hours, I am happy to set up appointments with you.

**Course Materials & Assignments:**

Assigned books are available in the book store and on course reserves in the library. All other materials will be on Canvas. Required books are:

**Sen, Amartya. 1999. *Development as Freedom*. New York, NY: Anchor Books.**

**Krause, M., 2014. *The good project: humanitarian relief NGOs and the fragmentation of reason*. University of Chicago Press.**

<p><b>Individual writing assignments:</b></p> <ul style="list-style-type: none"> <li>• Response papers (1 page) <ul style="list-style-type: none"> <li>○ January 9</li> <li>○ January 16</li> <li>○ January 23</li> <li>○ February 13</li> <li>○ March 12</li> </ul> </li> <li>• First short paper: Sen + readings <ul style="list-style-type: none"> <li>○ January 30 (4 pages)</li> </ul> </li> <li>• Second short paper: Krause + proposal analysis <ul style="list-style-type: none"> <li>○ March 5 (4 pages)</li> </ul> </li> </ul>	<p>2 2 2 2 2 30 30</p>
<p><b>Group assignments*</b></p> <ul style="list-style-type: none"> <li>• Issue area brief (Group grade + individual grade) <ul style="list-style-type: none"> <li>○ February 11</li> </ul> </li> <li>• Issue area presentation <ul style="list-style-type: none"> <li>○ February 11</li> </ul> </li> <li>• Grant recommendation brief <ul style="list-style-type: none"> <li>○ March 10</li> </ul> </li> <li>• Grant recommendation presentation <ul style="list-style-type: none"> <li>○ March 10</li> </ul> </li> </ul>	<p>5/5 5/5 5/5 5/5</p>
<p><b>Individual class participation</b></p>	<p>10</p>
<p><b>TOTAL</b></p>	<p><b>100%</b></p>

<b>Readings &amp; Assignments</b>	
<p><u>Week 1</u></p> <p>Tue. Jan. 7</p> <p>Thr. Jan. 9</p>	<p><b>Introduction to the Course</b></p> <p><b>Should we give at home? Should we give abroad?</b></p> <p><b>Readings:</b></p> <p>Singer, P., 2010. <i>The life you can save: How to do your part to end world poverty</i>. Random House Incorporated. [Chpts. 1-3 and 10; pp. 1-41, 151-176]</p> <p>Wenar, L., 2011. "Poverty is no pond: Challenges for the affluent." In Illingworth, P., Pogge, T. and Wenar, L. eds., <i>Giving well: The ethics of philanthropy</i>. Oxford University Press.</p> <p><b>Individual Assignment:</b></p> <p>Response Paper # 1</p>
<p><u>Week 2</u></p> <p>Tue. Jan 14</p>	<p><b>What are the needs? What can we do about them?</b></p> <p><b>Guest Speaker:</b></p> <p>Kristen Dailey, <i>Global Washington</i></p> <p><b>Readings:</b></p> <p>Rockefeller Philanthropy Advisers. (2019) <i>Philanthropy &amp; the SDGs</i></p> <p>Streeten, P. (2005). <i>Thoughts about development: Which are mere fads? Which are here to stay?</i> Pardee Center Report. Boston University.</p> <p>Sachs, J. D. (2012). From millennium development goals to sustainable development goals. <i>The Lancet</i>, 379(9832), 2206-2211.</p>

<p>Thr. Jan. 16</p>	<p style="text-align: center;"><b>Who should we help and how?</b></p> <p><b>Readings:</b></p> <p>Cornwall, A., 2003. Whose voices? Whose choices? Reflections on gender and participatory development. <i>World development</i>, 31(8), pp.1325-1342.</p> <p>Yeo, R. and Moore, K., 2003. Including disabled people in poverty reduction work: “Nothing about us, without us”. <i>World Development</i>, 31(3), pp.571-590.</p> <p>Sillitoe, P., 2000. Let them eat cake: Indigenous knowledge, science and the ‘poorest of the poor’. <i>Anthropology today</i>, 16(6), pp.3-7.</p> <p><b>Individual Assignment:</b></p> <p>Response Paper # 2</p> <p><b>Class activity:</b></p> <p>Identify our five issue areas (based on <i>Global Washington’s</i> issue area briefs) and create small groups.</p>
<p><u>Week 3</u></p> <p>Tue. Jan. 21</p> <p>Thr. Jan. 23</p>	<p style="text-align: center;"><b>Rethinking development as freedom</b></p> <p><b>Reading:</b></p> <p>Sen, Amartya. 1999. <i>Development as Freedom</i>. New York, NY: Anchor Books. [Intro. &amp; Chpts. 1-2, 4, 6, 8, 10, 12]</p> <p style="text-align: center;"><b>What are the responsibilities as a donor?</b></p> <p>Sen, Amartya. 1999. <i>Development as Freedom</i> [Contd.]</p> <p>Riddell, R. “Aiding the world’s poor” In Illingworth, P., Pogge, T. and Wenar, L. eds., <i>Giving well: The ethics of philanthropy</i>. Oxford University Press.</p> <p><b>Individual Assignment:</b></p>





	<p>Krause, M., 2014. <i>The good project: humanitarian relief NGOs and the fragmentation of reason</i>. University of Chicago Press. [Selections] – Contd.</p> <p><b>Class activity:</b></p> <p>Reading a proposal together</p> <p>Designing an evaluation strategy</p> <p>Submitted proposals for each issue area will be assigned to teams</p> <p><b>Individual Assignment:</b></p> <p>Response Paper # 4</p>
<p><u>Week 7</u></p> <p>Tue. Feb. 18</p> <p>Thr. Feb. 20</p>	<p style="text-align: center;"><b>Meeting the NGOs behind the proposals</b></p> <p><b>Guest Speakers:</b></p> <p>Global Washington members present their projects</p> <p>Global Washington members contd.</p>
<p><u>Week 8</u></p> <p>Tue. Feb. 25</p> <p>Thr. Feb. 27</p>	<p style="text-align: center;"><b>Meeting the NGOs behind the proposals contd.</b></p> <p><b>Guest Speakers:</b></p> <p>Global Washington members present their projects</p> <p>Global Washington members contd.</p>

<p><u>Week 9</u></p> <p>Tue. March 3</p> <p>Thr. March 5</p>	<p><b>Guest Speakers:</b></p> <p>Global Washington members present their projects</p> <p style="text-align: center;"><b>Evaluation and Recommendations Workshop</b></p> <p>Williams. (2019). Generosity and Impact Aren't Enough. Let's Judge Philanthropy on How Well it Shifts Power <i>Inside Philanthropy</i>. Pp. 1-12</p> <p><b>Individual Assignment</b></p> <p>Second Short Paper Due</p>
<p><u>Week 10</u></p> <p>Tue. March 10</p> <p>Thr. March 12</p>	<p style="text-align: center;"><b>Group Recommendations</b></p> <p><b>Group Assignments:</b></p> <p>Grant Recommendation Presentation</p> <p>Grant Recommendation Brief</p> <p style="text-align: center;"><b>Decision Day</b></p> <p>Grants are allocated to organizations</p> <p><b>Individual Assignment</b></p> <p>Response Paper # 5</p>
<p><b>Mon. March 16</b></p>	<p style="text-align: center;"><b>Finals Week</b></p> <p style="text-align: center;">Monday, March 16, 10:30-12:30 a.m.</p> <p style="text-align: center;"><b>Giving Ceremony</b></p> <p style="text-align: center;">HUB Room 332</p>



### LSJ GRADING SCALE

Points Earned	Numerical Grade	Letter Grade	Characteristics of Work Evaluated
96-100	4.0	A	Excellent and exceptional work: unusually thorough, well-reasoned, sophisticated and well written. Shows an incisive understanding of the topic, and demonstrates a high level of critical analysis, creativity and/or complexity.
94-95	3.9	A	
92-93	3.8	A	Strong work that shows creativity, and is thorough and well-reasoned. Demonstrates mastery of subject content beyond expected competency, and sound analytic skills, but room for further development in areas such as critical analysis, creativity or complexity.
90-91	3.7	A-	
89	3.6	B+	
88	3.5	B+	
87	3.4	B	
86	3.3	B	
85	3.2	B	
84	3.1	B	Competent and sound work; well-reasoned and thorough, sound content but not especially creative or sophisticated. Mastery of subject content at level of expected competency; meets basic course expectations.
83	3.0	B	
82	2.9	B-	
81	2.8	B-	Adequate work, though some weaknesses are evident. Moderately thorough and well-reasoned, but some indication that understanding of the important issues is less than complete. Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
80	2.7	B-	
79	2.6	C+	
78	2.5	C+	
77	2.4	C	Borderline work, barely meeting the minimal expectations. Understanding of key issues is incomplete, analytical work performed is minimally adequate. Technical competence uneven or poor. Significant areas need improvement to meet course expectations.
76	2.3	C	
75	2.2	C	
74	2.1	C	
73	2.0	C	
72	1.9	C-	
71	1.8	C-	Non-satisfactory work that does not meet minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Fails to demonstrate knowledge of course content or technical competence expected.
70	1.7	C-	
69	1.6	D+	
68	1.5	D+	
67	1.4	D	
66	1.3	D	
65	1.2	D	
64	1.1	D	
63	1.0	D	
62	.9	D-	
61	.8	D-	
60	.7	D-	
<60	0.0	F	