

## **Philanthropy and Social Difference**

**Prof. Victoria Rosner**

**IDSEM-UG 2206**

**Fall 2023**

**Friday 11:00 AM – 1:45 PM**

**Room 801, NYU Gallatin**

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**Room 802**

**Office Hours: Monday 4:30-5:30 pm and by appointment through Tess Derby,**

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### *Course Description*

Philanthropy is a practice deeply rooted in human society and culture, and practiced today by individuals and institutions alike. Philanthropy can bind communities together, but it can also hold some people in positions of disadvantage. This course will allow students to learn about the history of philanthropy, to debate its best practices, to understand the role of social difference in sustaining inequality, and to consider what it means to give and receive aid at different scales. Our approach to the study of philanthropy will be through the humanities, reading texts by writers including Tsetse Dangarembga, Teju Cole, Virginia Woolf, and Andrew Carnegie, and drawing from these texts both an experiential perspective and a richer understanding of how ethics, values, identity, and imagination drive and define giving practices.

Through a grant from The Philanthropy Lab, students will also have the opportunity to participate in philanthropy themselves, and one of our chief objectives for the term will be deciding as a group how to distribute our course funds of at least \$50,000 as productively as possible. Students will work in groups to research potential grantees, recommend to their fellow students how and where class funds should be invested, and make final decisions about class giving.

### *Course Objectives/Learning Goals*

- Students will come to understand the history and culture of US philanthropy
- Students will reflect on their own relationship to giving practices, past, present and future
- Students will learn how to make thoughtful philanthropic gifts by developing a focused group mission and evaluating and selecting nonprofit organizations that can contribute to that mission.

### *Required Texts*

Addams, Jane. *Twenty Years at Hull House* (1935)

ISBN: 978-1540343697

Carnegie, Andrew. *The Gospel of Wealth and Other Timely Essays* (1889)

ISBN: 978-1503033047

Dangarembga, Tsetse. *Nervous Conditions* (1988)  
ISBN: 978-1878067777

Freeman, Tyrone. *Madame C.J. Walker's Gospel of Giving: Black Women's Philanthropy During Jim Crow* (2020)  
ISBN: 978-1523091416

Orwell, George. *Down and Out in Paris and London* (1933)  
ISBN: 978-0156262248

Poppendieck, Janet. *Sweet Charity: Emergency Food and the End of Entitlement* (1999)  
ISBN: 978-0140245561

Singer, Peter. *The Most Good You Can Do* (2016)  
ISBN: 978-0300219869

Villeneuve, Edgar. *Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance* (2018)  
ISBN: 978-1-5230-9141-6

Walker, Darren. *Toward a New Gospel of Wealth*. (2021)  
ISBN: 978-0252085352

Woolf, Virginia. *Three Guineas* (1938)  
ISBN: 978-0156901772

Articles and excerpts posted on Brightspace

### *Assignments*

All assignments should be submitted electronically through Brightspace.

Assignment 1 (individual): Identification of needs. In about 2-3 pages, what do you think are the most important needs that philanthropy should address and why? What is your criteria for identifying those needs? How can and should philanthropy address them? You must draw on 3-5 sources, which can include course readings, news stories, academic essays and books, or interviews with professors or other experts. Due September 27 by 5:00 PM.

Assignment 2 (group): After discussion of each group member's version of Assignment 1, produce a collaborative document of at least three pages outlining your group's goals and philosophy. This document will be your roadmap as you select and research organizations to receive class funds. Recognizing the many different kinds of organizations and approaches to addressing needs, you will need to make priorities that are practical and attainable within the parameters of the course. Know that not all goals are compatible with each other. You will need to make difficult choices. In grading this assignment, I will look for logical consistency! Attached to your memo should be a list of ten organizations that align with your group's goals as described. Due October 13 in class.

Assignment 3 (individual): In a memo of at least three pages, advocate for three organizations that meet your group's goals and philosophy. For each organization, explain its mission, as well as how it aligns with your group's goals and why you have singled it out above others. At the end of your memo, identify ONE organization for a site visit and explain why you chose it above the other two nominees. *Be explicit about how you went about evaluating the three organizations, and why one emerged in this evaluation as your final choice.* Due October 27 in class. During this time, your group should also be making plans for site visits, which need to be completed by November 10.

Site visits: Site visits are a required element of this course. Working in groups of at least two students, each student will visit at least two organizations, each of which needs to

have been selected by you or another member of your group. No later than November 10 please send the course assistant and me an email with the subject line “site visit report” stating the name of the organizations you visited and the dates of the visits.

Assignment 4 (individual): Philanthropic autobiography. In 3-5 pages, write the story of your life as a giver and a recipient of philanthropic gifts. What kinds of giving/receiving experiences have you had? How have these shaped your goals as a giver? What kinds of organizations are most important to you and why? Are there philanthropists who serve as models for you? Your essay should also look to the future. How do you understand your relationship to your community? Do you see philanthropy as playing a role in your adult life? Note: this statement does not require you to make any specific commitment about giving; it is an exercise in reflection. Your paper should make reference to at least three course readings. Due November 10.

Assignment 5 (group): Final memo. In a collaboratively written memo of at least 5 pages, each group should identify the leading organization your group has selected to move to the final round of decision-making for funding. You should describe the criteria you used to arrive at your decision, including a discussion of the organizations that were not selected as finalists, the specific merits of the finalist, and how it aligns with the giving goals and philosophy described in the first group memo. The memo should reflect serious study of your selected organization, identifying mission, program effectiveness, capacity of management and board to lead the organization, fiscal strength, etc. Students will need to interview a representative from the charity (face-to-face or over skype). The memo should identify the amount needed to make an impact at the organization, and make a convincing case for why it deserves that portion of our class’s giving dollars. At least two of the course readings should be included substantially in the discussion. Due December 1.

Assignment 6 (group): To accompany your memo, your group should design a 10–minute presentation to share with the rest of the class. This will be your final opportunity to pitch your organization and the gift amount you think they need. Due December 1.

Assignment 7 (group): prepare a letter to the recipient of the gift that justifies the gift to the foundation, and letters of declination to non-funded organizations that members of your group visited. Letters should be sent to the course assistant no later than December 9 (note the tight turnaround on this.)

### *Grading*

Assignment 1: 15%

Assignment 2: 15%

Assignment 3: 15%

Assignment 4: 10%

Assignment 5: 20%

Assignment 6: 10%

Assignment 7: 5%

Class participation and group work: 10%

Note: there is no assignment in this class after **December 9**. Students will be invited to speak at our giving day ceremony about the class and the organization(s) selected to receive funding. Details to follow.

### *Attendance Policy*

You are expected to attend each seminar meeting and to arrive promptly. Excessive absence will result in a lowered or failing grade. If you miss a class, you are still responsible for turning in any assignment due that day, and for notifying me about the absence.

You are expected to complete the assigned reading for the day prior to the start of class, and to have questions, ideas, and provocations to share with the rest of the class in discussion. You are also expected to bring a copy of the reading to the class where it will be discussed.

### *Electronic Devices*

There is strong evidence that the use of laptops impedes learning in many typical students. Please do not use electronic devices in class except by special permission of the instructor, arranged in advance.

### *Writing Fundamentals*

At Gallatin, all students are asked to become familiar with and use one of three established citation styles: Chicago, MLA, or APA. In this class, I ask that you use MLA. For guidance on how to use Chicago, MLA, and APA as well as other useful tips on writing, please refer to [purdueowl.com](http://purdueowl.com).

### *Students with Disabilities*

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

### *Academic Integrity*

As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction, which may include dismissal from the University. Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating. Please consult the Gallatin Bulletin or Gallatin website ([www.gallatin.nyu.edu/academics/policies/policy/integrity.html](http://www.gallatin.nyu.edu/academics/policies/policy/integrity.html))

NYU Gallatin recognizes that AI is transforming the way people execute tasks in their daily lives. If you use AI in any way to complete assignments in this course, please let me know how you are using the technology and how it has been of service to your researching, thinking, writing, and/or creative process.

### *Course Website*

The syllabus, assignments and course readings will be posted to [Brightspace](#).

### *Class schedule*

#### September 8

Introductions and a challenge

September 15: The Roots of Modern Philanthropy

Carnegie, *The Gospel of Wealth and Other Timely Essays* (1889)

Bill Gates, “Harvard Commencement Address” (2007)

Darren Walker, “Toward a New Gospel of Wealth” (2015)

<https://www.fordfoundation.org/just-matters/just-matters/posts/toward-a-new-gospel-of-wealth/>

**Register for Philanthropy Lab Student Portal and complete pre-course survey**

September 22: NO CLASS

September 27: Assignment 1 Due by 5:00 PM

September 29: Roots of Philanthropy 2

Addams, *Twenty Years at Hull House*, chps. IV, V, VI, VII, VIII, XIV.

Freeman, Tyrone. *Madame C.J. Walker’s Gospel of Giving: Black Women’s Philanthropy During Jim Crow* (Introduction and Conclusion)

Receive group assignments and meet to discuss overall goals for giving

October 6: Poverty and hunger

Henry Mayhew, “The Watercress Girl,” *London Labour and the London Poor* (1851)

Orwell, *Down and Out in Paris and London* (second half)

Distribution in class of Philanthropy Lab grant letter

October 9: NYU Fall Break / Indigenous People’s Day

October 13: Poverty and hunger 2

Janet Poppendieck, *Sweet Charity*, Introduction and chs. 1, 2, 7, 8, Conclusion

Jeanette Walls, *The Glass Castle* (selections) (2006)

*A Place at the Table* (dir. Lori Silverbush and Kristi Jacobson) (2013)

**Assignment #2 due**

October 20: Colonization/Decolonization

Edgar Villanueva, *Decolonizing Wealth*, 2<sup>nd</sup> ed. (2021) (selections)

Tsetse Dangarembga, *Nervous Conditions* (selections)

October 27: Towards social equality

Woolf, *Three Guineas*

Review <http://givingpledge.org>

**Assignment #3 due**

Guest speakers: Ann and Andrew Tisch

November 3: White Saviors

Teju Cole, “The White-Savior Industrial Complex” *The Atlantic* (2012)

Rudyard Kipling, “The White Man’s Burden” (1899)

Ariel Levy, “A Missionary on Trial,” *New Yorker* (2020)

Guest speaker: Bea Welters

November 10: Effective Altruism?

Singer, *The Most Good You Can Do*

Singer, “What Should a Billionaire Give – and What Should You?” (2006)

**Assignment #4 due**

November 17: Extreme altruism and the future of kinship

Larissa MacFarquhar, “For Do-Gooders, It Is Always Wartime,” “The Children of Strangers” (2015)

Richard Powers, “A Little More Than Kin” (2021)

<https://emergencemagazine.org/essay/a-little-more-than-kin/>

Guest speaker: Estrella Castillo

[Wirikuta Preservation Project \(WPP\)](#), [SACRD](#), [Morning Star](#)

November 24: NO CLASS - NYU Thanksgiving Recess

**Deadline to post giving pledges**

December 1: Final presentations

**Assignment #5 and #6 due**

- Distribute group memos to the class
- Groups present to the class (15 minutes presentation, 5 minutes for questions)

- Complete end of course survey by December 1

December 8: Class debate and decisions on giving

- Read other groups' final memos
- Vote on amounts to be given to each organization
- Groups notify selected organizations and invite them to the giving ceremony

December 9: **Assignment #7 Due by 5:00 PM**

December 15: Last day of classes

Giving Day Ceremony