

UNIVERSITY OF CALIFORNIA, LOS ANGELES

**Disability Studies M171/Honors Collegium M170:
Philanthropy: Confronting the Challenges of Serving the Disabled (5 units)**

Spring 2016
Tuesday and Thursday, 4:00 to 5:50
Public Affairs 1270

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COURSE MISSION STATEMENT

The Philanthropy Lab supports 501(c)(3), nonprofit organizations in Los Angeles county and nearby communities that work with the disability community to promote inclusion and equity as well as empower individuals and their families to lead full and independent lives.

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 grant from the *Once Upon a Time Foundation*, funded under “The Philanthropy Lab” projects, and funds donated by UCLA donors, the class will have a rare opportunity and privilege to decide how to award \$50,000 to \$75,000 among three local nonprofit organizations that focus on serving people with disabilities in Los Angeles.

PREREQUISITES

Disability Studies 101 or 101W or equivalent coursework or experience.

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 in the course reader which is available to purchase at the bookstore.

COURSE STRUCTURE

The course is designed to meet as a seminar twice a week for two hours each session. For the initial seven weeks of the quarter, class time will be devoted to (1) a discussion of the key concepts found in each week's readings, and (2) hearing from guests, including donors, leaders of local nonprofits and UCLA development staff, who will discuss contemporary practices of philanthropy. For the final three weeks of the quarter, the entire seminar will be devoted to large group discussions/presentations as well as debating the merits of specific grant allocations. During finals week, the class will host a reception for the grant recipients at which point, you will award checks to the selected nonprofits.

Site visit/interviews

During Weeks 4, 5, and 6, you are required to conduct a site visit/interview of one local nonprofit. Site visits should be conducted in an appropriate setting or public space. For safety, you must be accompanied by another student from the class for all in-person site visits/interviews.

Making decisions (Week 10) and presenting the awards (Finals Week)

During class in Week 10, students will decide how to award the \$100,000. The minimum award is set at \$10,000 and the maximum at \$50,000. Students are expected to engage in meaningful negotiation, collaboration, and consensus building. On Tuesday of finals week (June 7), 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 absolutely necessary. Please see me before or after class, if you have any questions about this policy.

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 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. Apart from the first writing assignment (Giving Pledge), you will be writing five memos that touch on at least five different nonprofits. Together, these memos will form a dossier from which the class will consider which nonprofits to fund. All written assignments must use Cambria, 11pt font. NO EXCEPTIONS!!

Personal Giving Pledge (due Week 2)

Using the letters on the Giving Pledge web site (www.givingpledge.org) as a guide, draft a "Giving Pledge" statement about your future philanthropic intentions. For purposes of this exercise, please imagine you are drafting this 1-5 years after graduation. NOTE: you are not required to make any commitment about giving. This is a reflective exercise designed to understand how you see yourself engaged with your community. Depending on your experience in this class, you may want to change your letter. If so, please submit a revised letter by Week 10. If no changes are needed, please write a brief explanation of why.

Memo 1: History, mission, and goals (due Week 2)

In a one-page memo addressed to the class, each student will focus on one nonprofit agency selected during the first class. From information found on the internet, you will summarize the history, mission, and goals of the agency. You will also discuss briefly how the work of the agency is important to the community served. Be prepared to distribute Memo 1 during Week 2.

Memo 2: Agency projects and services (due Week 3)

In a second one-page memo, you will focus on a different nonprofit than the agency selected during the first class. Using the information in the first memo as a guide, as well as information gathered from the web, you will summarize the nonprofit's services as well as any active projects currently being undertaken. Be sure to highlight any metrics or assessment criteria the nonprofit uses to evaluate the effectiveness of their services and/or advocacy activities. Be prepared to distribute Memo 3 during Week 3.

Memo 3: Financials (due Week 4)

In a third one-page memo, you will focus on a different nonprofit than one selected during the previous classes. Using information contained in the prior memos, as well as information gathered from the web, summarize the nonprofit's annual budget and financial situation, including sources or revenue and breakdown of expenses. Please provide evidence that the nonprofit is a 501c-3, and if applicable, an acceptable rating from Charity Navigator, GuideStar or FindTheBest (or another intermediary agency).

Memo 4: Funding request (due Week 6)

In a two-page memo, you will focus on a different nonprofit than one previously selected. Using information contained in the prior memos as well as from your recent site visit, please draft a funding request on behalf of the nonprofit. The memo should (1) make a clear and concise presentation of the nonprofit's needs and how the funds would be used, and (2) how the grant aligns with the class mission statement. Because funding levels are not guaranteed, please indicate how the nonprofit would use a grant ranging from \$10,000, \$25,000, and \$40,000. Understanding that the agency's request may not be funded at the level requested, it is imperative you explain how a grant at different levels might be used.

Memo 5: Making a persuasive argument (due Week 7)

In a two-page memo, you will focus on a different nonprofit than one previously selected. Using information contained in the prior memos as well as drawing on relevant course readings, make a persuasive argument for funding on behalf of the nonprofit. In addition to making a clear and concise presentation of the nonprofit's needs and how the funds would be used, it is imperative you cite appropriate arguments from the course readings.

OPTIONAL: Capstone research paper (due Finals Week)

For students interested in satisfying the Disability Studies minor's capstone requirement, please compose a research paper (10-15 pages) that addresses a major topic explored in this course. Students interested in this option must (1) communicate their intention to me by Friday of Week 5, (2) select a topic by Friday of Week 7, and (3) submit a final research paper by Friday of Finals Week.

GRADING POLICY

Participation:	20	
Class presentation:	5	
Giving pledge	5	*If I grade your final capstone research paper as "B" or better, I will inform the Academic Counselor for the DS minor that you have satisfied the capstone requirement. The grade for the capstone research paper <u>will not</u> factor into your grade for this class.
Memo 1	10	
Memo 2	10	
Memo 3	15	
Memo 4	15	
Memo 5	20	
Capstone paper*	0	
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 binder or on the web site:

Week 1: Introduction to philanthropy and nonprofits

Reading

Robbins, K. C. (2006). The nonprofit sector in historical perspective: Traditions of philanthropy in the west. In W. W. Powell & R. Steinberg (Eds.), *The nonprofit sector: A research handbook* (Second ed., pp. 13-31). New Haven: Yale University Press.

Tuesday: March 28, 2016

Introduction to the course
Review syllabus and grading expectations
Short lecture

Thursday: March 31, 2016

Discuss reading

Week 2: Philanthropy, nonprofits, and why people give

Reading

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.), *The nonprofit sector: A research handbook* (Second ed., pp. 32-65). New Haven: Yale University Press.

Longmore, P. (2005). The cultural framing of disability: Telethons as a case study. *Modern Language Association*, 120(2), 502-508.

Acs, Z. J. (2013). Charity and philanthropy. *Why philanthropy matters: How the wealthy give, and what it means for our economic well-being* (pp. 121-148). Princeton: Princeton University Press.

Singer, P. (2011). What should a billionaire give—and what should you? In P. Illingworth, T. Pogge, & L. Wenar (Eds.), *Giving well: The ethics of philanthropy* (pp. 13-25). New York: Oxford University Press.

Course admin

Personal Giving Pledge due Tuesday
Memo 1 due Tuesday

Tuesday: April 5, 2016

Discuss readings
Discuss personal Giving Pledge (volunteers only)

Thursday: April 7, 2016

Review Memo 1
Guest presenters – Students from 2015 course

Week 3: More on why people give

Reading

Walzer, M. (2011). On Humanitarianism: Is helping others charity, duty, or both? *Foreign Affairs*, 90(4), 69-80.

Leonhardt, D. (2008, March 9). What makes people give? *The New York Times*.

Soskis, B. (2014). The importance of criticizing philanthropy. *The Atlantic*.

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Memo 2 due Tuesday

Tuesday: April 12, 2016

Discuss readings

Thursday: April 14, 2016

Review Memo 2

Guest presenter – William Parent, Director, UCLA Center for Civil Society

Week 4: A Disability Studies critique of charity/philanthropy

Reading

Shapiro, J. P. (1993). Tiny Tims, supercrips, and the end of pity. *No pity: People with disabilities forging a new civil rights movement* (First ed., pp. 12-40). New York: Times Books.

Longmore, P. (2013). "Heaven's special child": The making of poster children. In L. J. Davis (Ed.), *The disability studies reader* (Fourth ed., pp. 34-41). New York: Routledge.

Snyder, S. L., & Mitchell, D. T. (2006). Masquerades of impairment: Charity as a confidence game. *Cultural locations of disability* (pp. 37-68). Chicago: The University of Chicago Press.

Course admin

Memo 3 due on Tuesday

Begin site visits

Tuesday: April 19, 2016

Discuss readings

Select nonprofit to visit

Thursday: April 21, 2016

Review Memo 3

Guest presenters – Laura Fox, Board Member (P.S. Arts)

Page Adler; Board Member (The Painted Turtle)

Peter Devereaux, Board Member (United Cerebral Palsy of Los Angeles)

Week 5: The case of autism, Special Olympics, and sheltered workshops

Reading

- Shire, E. (2013). Autism Speaks - but should everyone listen? *The Daily Beast*, (June 13).
- Foote, C. J., & Collins, B. (2011). You know, Eunice, the world will never be the same after this. *International Journal of Special Education*, 26(3), 285-295.
- Storey, K. (2004). The case against the Special Olympics. *Journal of Disability Policy Studies*, 15(1), 35-42.
- Hall, E., & Wilton, R. (2011). Alternative spaces of 'work' and inclusion for disabled people. *Disability and Society*, 26(7), 867-880.
- Gill, M. (2005). The myth of transition: Contractualizing disability in the sheltered workshop. *Disability and Society*, 20(6), 613-623.

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Continue site visits

Tuesday: April 26, 2016

Guest presenters – Alexis Madrid, Associate Director of Development (The Painted Turtle)
 April Uyehara, Director of Camp Programs and Initiatives (The Painted Turtle)
 Janine Berridge, Director of External Relations and Events (Spark, Los Angeles)

Thursday: April 28, 2016

Discuss readings

Week 6: Rethinking philanthropy, part 1

Reading

- Lynn, E., & Wisely, D. S. (2006). Four traditions of philanthropy. In A. Davis & E. Lynn (Eds.), *The civically engaged reader: A diverse collection of short provocative readings on civic activity* (pp. 210-217). Chicago: Great Books Foundation.
- Withers, A. J. (2012). For us, not with us. *Disability politics and theory* (pp. 57-79). Halifax: Fernwood Publishing.
- 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.), *Reading for diversity and social justice* (Second ed., pp. 528-531). New York: Routledge.

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Memo 4 due on Thursday

Tuesday: May 3, 2016

Discuss readings

Thursday: May 5, 2016

Guest presenters – TBD

Week 7: Rethinking philanthropy, part 2

Reading

- Jagpal, N., & Laskowski, K. (2013). Real results: Why strategic philanthropy is social justice philanthropy. *A Philanthropy at Its Best Report*.
- Ahn, C. E. (2007). Democratizing American philanthropy. In INCITE! Women of Color Against Violence (Ed.), *The revolution will not be funded: Beyond the non-profit industrial complex* (pp. 63-76). Cambridge, MA: South End Press.
- 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.), *The revolution will not be funded: Beyond the non-profit industrial complex* (pp. 79-89). Cambridge, MA: South End Press.

Course admin

Memo 5 due on Thursday

Tuesday: May 10, 2016

Discuss readings
Report on site visits

Thursday: May 12, 2016

Guest presenters – TBD

Week 8: Presentations and discussion

Reading

Read all student-authored memos for all 20 nonprofits.

Tuesday: May 17, 2016

Author of memo 5 presents on nonprofit (5 mins)

Thursday: May 19, 2016

Reduce number of nonprofits from 20 to 15

Week 9: Discussion/reduction of nonprofits under consideration

Tuesday: May 24, 2016

Guest presenter – Geoffrey Raynor, Once Upon a Time Foundation

Thursday: May 26, 2016

Reduce number of nonprofits from 15 to 10

Week 10: Making decisions and allocating grants

Course admin

Revised Giving Pledge (or explanation for no change) due on Tuesday

Tuesday: May 31, 2016

Reduce number of nonprofits from 10 to 3

Thursday: June 2, 2016

Make funding decision

Finals Week: Reception

Tuesday: June 7, 2016 from 4:00 to 5:30pm (UCLA Faculty Center)

The class will host a reception for the grant recipients at which point, you will award checks to the selected nonprofits.