

**LSJ 490:
Social Justice through Philanthropy**

Instructor: Stephen Meyers

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

Office & Office Hours: Smith M254, Tuesday 2:00-3:00 pm & by appointment

Location: Art Building, 006

Schedule: Monday/Wednesday 2:30 to 4:20 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 class represents the inaugural teaching of this *Social Justice through Philanthropy* and will be themed around “Global Giving” that supports human rights, international development, and humanitarian assistance activities. This class represents a unique partnership between the **Law, Societies & Justice Department, Philanthropy Lab, and Global Washington**. A Philanthropic Adviser from the **Seattle Foundation** will also be providing support to this class.

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 course 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 ultimately funding project proposals from Seattle-based non-profit organizations implementing 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 issues of 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 theoretical basis in theories of philanthropy, development, human rights, humanitarianism and cross-cultural program implementation and then translate that knowledge into practice-based activities. 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 each member will have specific responsibilities through the positions of 1.) team manager, 2.) writing leader, 3.) presentation leader, 4.) scheduler, and 5.) note taker. Teams are responsible for ensuring everyone does their part and equally contributes.

Collectively, as a class, students will then decide how to allocate grants of \$25,000, \$10,000, and \$5,000 across those recommended proposals. 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 \$50,000 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/>.

The **Seattle Foundation** is a local community foundation that "works with philanthropists and community partners to ignite powerful, rewarding philanthropy to make Greater Seattle a stronger, more vibrant community for all." As a community foundation, it supports families and individuals to develop effective philanthropic strategies that support their community interests and make a positive impact. To learn more about the Seattle Foundation, you can visit their website: <https://www.seattlefoundation.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 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 any other identity or experience. 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. Also, if you have any specific needs or particular concerns, please feel free to discuss those with me privately so that we can figure out the necessary accommodations. 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 it to my posted hours, I am very happy to set up appointments with you.

Course Materials:

Book Store:

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.

Canvas Website: Links and PDFs of all other articles, selected chapters, and documents.

Grades:

Individual writing assignments: <ul style="list-style-type: none">• Response papers (1 page)<ul style="list-style-type: none">○ March 28○ April 4○ April 11○ May 2○ May 30• First short paper<ul style="list-style-type: none">○ April 18 (3 pages)• Second short paper<ul style="list-style-type: none">○ May 9 (3 pages)	3 3 3 3 3 20 20
Group assignments* <ul style="list-style-type: none">• Issue area brief<ul style="list-style-type: none">○ April 25• Issue area presentation<ul style="list-style-type: none">○ April 25• Grant recommendation brief<ul style="list-style-type: none">○ May 22• Grant recommendation presentation<ul style="list-style-type: none">○ May 22	10 10 10 10
Individual class participation	15
TOTAL	100%

*Group assignment grades will be collective, meaning that all the members of the group will receive the same grade for the assignment. Groups are responsible for making sure that all of their work is coordinated, equally shared, well done, and completed on time.

Readings & Assignments

<p><u>Week 1</u></p> <p>Mon. March 26</p> <p>Wed. March 28</p>	<p style="text-align: center;">Introduction to the Course</p> <p style="text-align: center;">Should we give at home? Should we give abroad?</p> <p>Readings:</p> <p style="padding-left: 40px;">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 style="padding-left: 40px;">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>Individual Assignment:</p> <p style="padding-left: 40px;">Response Paper # 1</p>
<p><u>Week 2</u></p> <p>Mon. April 2</p>	<p style="text-align: center;">Who should we help?</p> <p>Guest Speaker:</p> <p style="padding-left: 40px;">Kristen Dailey, <i>Global Washington</i></p> <p>Readings:</p> <p style="padding-left: 40px;">Streeten, P., Burki, S. J., Haq, U., Hicks, N., & Stewart, F. 1981. First things first: meeting basic human needs in the developing countries. Oxford University Press. [Introduction & Chpt. 1; pp. 3-47]</p> <p style="padding-left: 40px;">Walzer, M., 2011. On Humanitarianism: is helping others charity, or duty, or both?. <i>Foreign Affairs</i>, pp.69-80.</p> <p style="padding-left: 40px;">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>Wed. April 4</p>	<p style="text-align: center;">What are the needs? What are the resources?</p> <p>Readings:</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>Hickey, S. and Mohan, G., 2005. Relocating participation within a radical politics of development. <i>Development and change</i>, 36(2), pp.237-262.</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>Individual Assignment:</p> <p>Response Paper # 2</p> <p>Class activity:</p> <p>Identify our five issue areas (based on <i>Global Washington’s</i> issue area briefs) and create small groups.</p>
<p>Week 3</p> <p>Mon. April 9</p> <p>Wed. April 11</p>	<p style="text-align: center;">Rethinking development as freedom</p> <p>Reading:</p> <p>Sen, Amartya. 1999. <i>Development as Freedom</i>. New York, NY: Anchor Books. [Intro. & Chpts. 1-2, 4, 6, 8, 10, 12]</p> <p style="text-align: center;">What are the responsibilities as a donor?</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>Individual Assignment:</p> <p>Response Paper # 3</p>

Week 4	Giving Philosophies
Mon. April 16	<p>Guest Speakers:</p> <p>Giving philosophy panel: Donors to UW explain their foundation's mission.</p> <p>Readings:</p> <p>Curtis, M. 2016. <i>Gated Development: Is the Gates Foundation always a force for good?</i> Global Justice Now.</p> <p>Gates, B & M. Gates. 2018. <i>The 10 Toughest Questions We Get</i>. Gates Foundation. Annual Letter. At: https://www.gatesnotes.com/2018-Annual-Letter?utm_source=newsletter&utm_medium=email&utm_campaign=&stream=top-stories</p> <p>Wilhelm.I. 2010. Warren Buffet shares his philanthropic philosophy. <i>Chronicle of Philanthropy</i>. March 8, 2010.</p>
Wed. April 18	<p style="text-align: center;">What is our Giving Philosophy?</p> <p>Readings:</p> <p>Farmer, P., 2013. "Three stories, three paradigms, and a critique of social entrepreneurship." In Farmer, P. <i>To repair the world: Paul Farmer speaks to the next generation</i>. University of California Press. 31-45</p> <p>Farmer, P., 2013. "Accompaniment as policy." In Farmer, P. <i>To repair the world: Paul Farmer speaks to the next generation</i>. University of California Press. 233-248.</p> <p>Class activity:</p> <p>Designing a giving philosophy</p> <p>Individual Assignment</p> <p>First Short Paper Due</p>

<p>Wed. May 2</p>	<p style="text-align: center;">How do we evaluate project proposals?</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>Hanna, F.J., 2016. <i>What your money means:(and how to use it well)</i>. BookBaby. [Chapter 14 & Appendix]</p> <p>Class activity:</p> <p>Designing a proposal evaluation strategy</p> <p>Submitted proposals for each issue area will be handed out to teams</p> <p>Individual Assignment:</p> <p>Response Paper # 4</p>
<p><u>Week 7</u></p> <p>Mon. May 7</p> <p>Wed. May 9</p>	<p style="text-align: center;">Meeting the NGOs behind the proposals</p> <p>Guest Speakers:</p> <p>Global Washington members present their projects</p> <p>Global Washington members contd.</p> <p>Individual Assignment</p> <p>Second Short Paper Due</p>
<p><u>Week 8</u></p> <p>Mon. May 14</p> <p>Wed. May 16</p>	<p style="text-align: center;">Meeting the NGOs behind the proposals contd.</p> <p>Guest Speakers:</p> <p>Global Washington members present their projects</p> <p>Global Washington members contd.</p>

<p>Week 9</p> <p>Mon. May 21</p> <p>Wed. May 22</p>	<p style="text-align: center;">Revisiting project proposal evaluation</p> <p style="text-align: center;">Group Recommendations</p> <p>Group Assignments:</p> <p style="padding-left: 40px;">Grant Recommendation Presentation</p> <p style="padding-left: 40px;">Grant Recommendation Brief</p>
<p>Week 10</p> <p>Mon. May 28</p> <p>Wed. May 30</p>	<p style="text-align: center;">Memorial Day Holiday</p> <p style="text-align: center;">No Class</p> <p style="text-align: center;">Decision Day</p> <p style="padding-left: 40px;">Grants are allocated to organizations</p> <p>Individual Assignment</p> <p style="padding-left: 40px;">Response Paper # 5</p>
<p>TBA</p>	<p style="text-align: center;">Finals Week</p> <p style="text-align: center;">Giving Ceremony</p>