

**LSJ 410:
Social Justice through Philanthropy**

Instructor: Stephen Meyers

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Office & Office Hours: M258, Tuesday 12:30-1:30 pm & by appointment

Location: Mechanical Engineering Building (MEB), Rm. 250

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

Course Overview & Objectives:

LSJ 410 is a theory and practice-based course on global philanthropy and social change where students will develop critical thinking skills and practical knowledge regarding philanthropic giving across cultures and ultimately allocate grants to independent journalism organizations addressing important issues and the needs of specific identities. The learning goal is for students become aware of the difficulties of “doing good” in communities that are often quite distant and distinct from our own, yet develop the knowledge, insight, and skills to support movements promoting social justice. The mission of this course is to instill in students a lifelong commitment to responsible philanthropy as a means for creating positive change in the world around them.

This specific iteration of the class will be themed around “Global Giving,” specifically supporting projects that promote independent journalism in Central America. This class represents a unique partnership between the **Law, Societies & Justice Department, Philanthropy Lab**, and the **Seattle International Foundation**.

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 independent journalists based in Central America.

The course learning objectives are:

- Develop a critical understanding of philanthropic institutions as social problem definers, public priority setters, and policy and program implementers.
- Become familiar with a wide range of theories regarding democracy, human rights, and social change.
- 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 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, human rights, and independent journalism in the context of Central America. Students will be divided into small group teams of five for different phases of the course, which will include investigating specific social issues, evaluating different organizations, and recommending specific proposals 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 \$25,000, two grants of \$15,000, and two grants of \$10,000 each across the five independent journalism organizations 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 \$65,000 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.

The **Seattle International Foundation** promotes good governance and equity in Central America through the rule of law and a robust civil society. Over the past decade, SIT has supported dozens of organizations and contributed to the growth of hundreds of high-impact social change leaders. In addition to its grants portfolio, SIF implements several key initiatives in the region, including the **Independent Journalism Fund**. The IJF supports independent journalists and alternative media in Central America so that they can research and report on the realities of the region, give voice to the people, and promote democracy. Managed by the Seattle International Foundation, the IJF plays an important role in Central America, where journalists are under increasing threat from authoritarian governments that resist efforts to be held accountable and act transparently. To learn more about IJF and SIF, go to their websites at seaif.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:

All course materials will be on Canvas.

<p>Individual writing assignments:</p> <ul style="list-style-type: none"> • Response papers (1 paragraph) • First short paper • Final short paper 	<p>1x5 = 5 20 20</p>
<p>Group assignments (Group grades)</p> <ul style="list-style-type: none"> • Phase One research report • Issue area brief • Issue area presentation • Grant recommendation brief • Grant recommendation presentation 	<p>5 10 10 10 10</p>
<p>Individual class participation</p>	<p>10</p>
<p>TOTAL</p>	<p>100%</p>

Readings & Assignments

Week 1

Tue.
March 28

Introduction to the Course

Thr.
March 30

Should we give at home or should we give abroad? Should we address immediate needs or systemic change?

Readings:

Singer, P., (2010). *The life you can save: How to do your part to end world poverty*. Random House Incorporated. [Chpts. 1-3 and 10; pp. 1-41, 151-176]

Milner, A. (2003). Change or charity? *Alliance Magazine*. London.

Week 2

Tue.
April 4

Understanding our partner: Seattle International Foundation/Independent Journalism Fund

Mirte Postema, Senior Program Officer,
Independent Journalism Fund, Seattle International Foundation

Thr.
April 6

Human Rights and Press Freedom

Readings:

Carter, E. L., & Westenskow, R. (2020). Freedom of Journalism in International Human Rights Law. *Communication Law and Policy*, 25(2), 113-143.

United Nations. (2012). UN Plan of action on the safety of journalists and the issue of impunity. Access at:
https://www.ohchr.org/sites/default/files/documents/issues/journalists/2023-01-31/un-plan-on-safety-journalists_en.pdf

<p><u>Week 3</u></p> <p>Tue. April 11</p> <p>Thr. April 13</p>	<p style="text-align: center;">Democracy and Development</p> <p>Readings:</p> <p>Sen, Amartya. 1999. <i>Development as Freedom</i>. New York, NY: Anchor Books. [Intro. & Chpts. 1-2, 6-7]</p> <p>Spicker, P. (2008). Poverty, democratic governance and poverty reduction strategies. <i>Robert Gordon University, Aberdeen, Scotland</i>.</p> <p style="text-align: center;">Freedom of the Press in Central America</p> <p>Readings:</p> <p>Free Press Unlimited. (2022). Media market and audience study in Central America. 2022-VIMES-ExecutiveSummary-market-and-audience-studies-ENG.pdf (freepressunlimited.org)</p> <p>Benítez, J. L. (2020). Journalism and self-censorship in the insecure democracies of Central America. In <i>Journalist Safety and self-censorship</i> (pp. 13-28). Routledge.</p> <p>Harlow, S., & Harp, D. (2013). Alternative media in a digital era: Comparing news and information use among activists in the United States and Latin America.</p> <p>Jose Ruben Zamorais Unjustly Imprisoned: It is time to free him. Opinion. Washington Post. March 14, 2023. https://www.washingtonpost.com/opinions/2023/03/14/zamora-prison-release-guatemala/</p>
<p><u>Week 4</u></p> <p>Tue. April 18</p>	<p style="text-align: center;">Human Rights in Guatemala</p> <p>Readings:</p> <p>US Department of State. (2021). Guatemalan 2021 Human Rights Report. Accessed at: GUATEMALA 2021 HUMAN RIGHTS REPORT (state.gov)</p> <p>Human Rights Watch. (2023). Guatemala Country Report. Accessed at: World Report 2023: Guatemala Human Rights Watch (hrw.org)</p> <p>Amnesty International. (2022) Guatemala. Accessed at: Everything you need to know about human rights in Guatemala – Amnesty International Amnesty International</p> <p>Velásquez Nimatuj, I. A. (2016). Struggles and Obstacles in Indigenous Women’s Fight for Justice in Guatemala. <i>Portal, Issue 11, 2016</i>.</p>

<p>Thr. April 20</p>	<p>Issue Area Groups formed</p> <p style="text-align: center;">Access, Inclusion, and Representation in Media</p> <p>Readings:</p> <p>Sunkel, G., & Ullmann, H. (2019). Older adults in the digital age in Latin America: Bridging the digital age divide. <i>CEPAL Review</i>.</p> <p>Moraca, S., & De Nuntiis, P. (2022). Indigenous Journalists: Perceptions of Mainstream Media Coverage of Indigenous Affairs and Climate Change. <i>Journal of Global Indigeneity</i>, 6(3), 1-14.</p> <p>Ellis, K., & Goggin, G. (2015). Disability media participation: Opportunities, obstacles and politics. <i>Media International Australia</i>, 154(1), 78-88.</p> <p>Skaar, K. M. (2010). <i>A community voice: An explorative study of Maya community radio practice in Guatemala</i> (Master's thesis). <u><i>Selectively skim</i></u></p>
<p><u>Week 5</u></p> <p>Tue. April 25</p> <p>Thr. April 27</p>	<p style="text-align: center;">Phase One: Selecting a short list</p> <p>Small groups report on their assigned media organizations</p> <p>Class creates a shortlist of organizations that will move to Phase Two/full proposal</p> <p>Group Research Reports</p> <p>Guest Speaker:</p> <p>Mirte Postema, Senior Program Officer, Independent Journalism Fund, Seattle International Foundation</p> <p style="text-align: center;">Issues in Guatemala: LGBTQ Rights</p> <p>Readings:</p> <p>Human Rights Watch. (2021). "It's What Happens When You Look Like This" Violence and discrimination against LGBT People in Guatemala. Accessed at: "It's What Happens When You Look Like This" 0.pdf (hrw.org)</p> <p>Winton, A. (2019). 'I've got to go somewhere': Queer Displacement in Northern Central America and Southern Mexico. <i>lgbt asylum seekers and refugees</i></p>

from a legal and political perspective: persecution, asylum and integration,
95-113.

Group 1 Presentation

Week 6

Tue.
May 2

Issues in Guatemala: Reproductive Rights

Tames, R. & X. Casas. (2022). Bucking a regional trend, Guatemala threatens reproductive rights. Human Rights Watch. Http: <https://www.hrw.org/news/2022/03/17/bucking-regional-trend-guatemala-threatens-reproductive-rights>

Stopperich, P. (2021). What Are the Consequences? As the United States Looks to Rollback on Abortion Policies, What Does That Mean for Reproductive Rights in Guatemala and across the Globe?. *Suffolk Transnat'l L. Rev.*, 44, 361.

Group 2 Presentation

Thr.
May 4

Issues in Guatemala: Corruption

Amnesty International. (2022). Guatemala: Authorities must stop criminalizing prisoner of conscience Virginia Laparra. Accessed at: <https://www.amnesty.org/en/latest/news/2022/12/guatemala-criminalizing-prisoner-conscience-virginia-laparra/>

Burrell, J., El Kotni, M., & Calmo, R. F. (2020). The Anti/Corruption Continuum: Generation, Politics and Grassroots Anti-Corruption Mobilization in Guatemala. *The Journal of Latin American and Caribbean Anthropology*, 25(4), 610-630.

Flores, W. (2019). Youth-Led Anti-Corruption Movement in Post-Conflict Guatemala: 'Weaving the Future'?

Group 3 Presentation

Week 7

Tue.
May 9

Issues in Guatemala: Climate Change / Environment

Amnesty International. (2022). Guatemala: Bernardo Call Xol should never have spent a day in prison. Accessed at: [Guatemala: Bernardo Caal Xol should never have spent a day in prison - Amnesty International](#)

Chang, J. (2021). Flee or Starve: How climate change is impacting Guatemala. ABC News. Nov. 9, 2021. Accessed at: [Flee or starve: How climate change is impacting Guatemala: Reporter's notebook - ABC News \(go.com\)](#)

Harvey, C. A., Saborio-Rodríguez, M., Martínez-Rodríguez, M. R., Viguera, B., Chain-Guadarrama, A., Vignola, R., & Alpizar, F. (2018). Climate change impacts and adaptation among smallholder farmers in Central America. *Agriculture & Food Security*, 7(1), 1-20.

Group 4 Presentation

Thr.
May 11

Issues in Guatemala: Political Violence in the Past & Present

Human Rights Watch. 2023. Human Rights concerns for Guatemala's 2023 General Elections. January 24, 2023. Accessed at: [Human Rights Concerns for Guatemala's 2023 General Elections | Human Rights Watch \(hrw.org\)](#)

Villamil, F. (2022). Violence, co-optation, and postwar voting in Guatemala. *Conflict Management and Peace Science*, 39(6), 731-754.

Brett, R. (2022). In the aftermath of Genocide: Guatemala's failed reconciliation. *Peacebuilding*, 1-21.

Group 5 Presentation

<p><u>Week 8</u></p> <p>Tue. May 16</p> <p>Thr. May 18</p>	<p style="text-align: center;">Trust Based Philanthropy</p> <p>Readings:</p> <p style="padding-left: 40px;">Trust Based Philanthropy. The 6 Grantmaking Practices of Trust-Based Philanthropy.</p> <p style="padding-left: 40px;">Trust Based Philanthropy. 5 Myths of Traditional Philanthropy.</p> <p style="padding-left: 40px;">Trust Based Philanthropy. How to Show Up.</p> <p>Guest Speaker:</p> <p style="padding-left: 40px;">Mirte Postema, Senior Program Officer, Independent Journalism Fund, Seattle International Foundation</p> <p style="text-align: center;">How will we make funding decisions?</p> <p style="text-align: center;">What is important to us?</p> <p style="text-align: center;">What would we like to know?</p>
<p><u>Week 9</u></p> <p>Tue. May 23</p> <p>Thr. May 25</p>	<p style="text-align: center;">Meeting the journalists behind the proposals.</p> <p>Guest Speakers:</p> <p style="padding-left: 40px;">Media outlets present their projects</p> <p style="padding-left: 40px;">Media outlets contd.</p>
<p><u>Week 10</u></p> <p>Tue. May 30</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>Thr. June 1</p>	<p style="text-align: center;">Decision Day</p> <p style="text-align: center;">Grants are allocated to organizations</p>
<p>Mon. June 6</p>	<p style="text-align: center;">Finals Week Monday, June 5, 10:30-12:30 a.m.</p> <p style="text-align: center;">Giving Ceremony</p>

Potential partners:

- Agencia Ocote – www.agenciaocote.com
- Ciclos CAP - <https://cicloscap.com/>
- RUDA - <https://www.rudagt.org/>
- No-Ficción - <https://www.no-ficcion.com/>
- #NoNosCallarán - <https://twitter.com/NoNosCallaranGT>
- Ojoconmipisto - <https://www.ojoconmipisto.com/>
- Plaza Pública - <https://www.plazapublica.com.gt/>
- Prensa Comunitaria - <https://prensacomunitaria.org/>
- Punto de Encuentro - https://twitter.com/encuentro_gt
- Quórum - <https://quorum.gt/>
- Redacción Regional - <https://www.redaccionregional.com/>
- Vox Populi - <https://voxpathuliguate.com/>

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-	
70	1.7	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.
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	

