SOCIAL JUSTICE AND PHILANTHROPY  
Purpose, Practice and Problems  
The Heller School for Social Policy and Management  
FALL 2018 - COURSE SYLLABUS  

Tuesdays 6:00 pm to 8:50 pm  

Teaching Team  
Celeste Lee, Lead Instructor: celereid@brandeis.edu  
Sheryl Seller, Teaching Fellow: sseller@brandeis.edu  

COURSE DESCRIPTION  
This course provides students a strong grounding in the history, evolution, roles, contributions and complexities associated with philanthropy in the United States. As the course progresses it focuses increasingly upon social justice philanthropy, which, though it has no official definition, directs dollars in order to make society and its social institutions fairer, more inclusive and equitable. Social justice philanthropy typically aspires to attack complex problems at their roots so as to prevent the symptoms usually treated by more traditional charities and foundations. Students will engage in active discussion and in-class learning activities centered around timely readings and cases that illuminate contemporary questions related to philanthropy’s appropriate role, its inherent power and critique its effectiveness in alleviating social problems and advancing social justice.  

This course also encompasses a semester-long experiential learning exercise which enables students to make grants to nonprofit organizations in the Greater-Boston area by simulating a foundation and completing a typical grantmaking cycle. Students will draw upon their growing understanding about philanthropy as they engage in collaborative real-dollar grantmaking, including choosing grantmaking priorities, writing requests for proposals, reading and evaluating proposals, going on site visits and finally, awarding checks to their grantees. Students will rotate leadership roles within the simulated foundations, so as to practice skills in communication, negotiation, conflict resolution, delegation and collaborative decision making.  

ACADEMIC INTEGRITY  
If a student violates university policies on academic integrity as stipulated in Section Four of Rights and Responsibilities they could fail an assignment, the course, and/or be suspended from the University. Please read the handbook for definitions of plagiarism.  

ACADEMIC ACCOMMODATIONS  
If you are a student who needs academic accommodations because of a documented disability, please contact one of the instructors. Please present your letter of accommodation as soon as possible. If you have questions about documenting a disability or requesting academic accommodations, you should contact Beth Rodgers-Kay in Academic Services (x6-3470 or brodgers@brandeis.edu). Letters of accommodation should be presented at the start of the
semester to ensure provision of accommodations. Accommodations cannot be granted retroactively.

**COURSE MATERIALS**
There is no assigned textbook for this course. Assigned articles will be posted on LATTE.

**COURSE ASSIGNMENTS**
All assignments graded on 1 - 100 scale. Short essays should be no more than 3 pages double spaced.

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<tr>
<th>Assignment</th>
<th>Description</th>
<th>Weight</th>
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<tr>
<td><strong>Reading Reflections</strong></td>
<td>(Less than 200 words, due prior to 4 classes of your choice to enhance discussion)</td>
<td>Ungraded, but mandatory. Missing a single reflection will deduct 5 points from your final grade.</td>
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<td><strong>Short Essay 1</strong></td>
<td>Dig more deeply into one of the case studies or topics presented in class to date and suggest an action/response to the organization. Due October 16</td>
<td>20%</td>
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<td><strong>Short Essay 2</strong></td>
<td>Dig more deeply into a new or emerging philanthropic practice and argue for or against its use, explore its limitations and strengths and potential conflicts that might emerge. Due November 13</td>
<td>20%</td>
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<td><strong>Short Essay 3</strong></td>
<td>Choose a social cause you care about, write a letter to your state rep, a foundation, or another local changemaker about how and why funding in this area will make positive change in the community. Due December 15</td>
<td>20%</td>
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<td><strong>Class Participation</strong></td>
<td>Active participation in this experiential learning course is essential. Students are expected to engage in discussion, incorporate readings into discussion and class work, and work productively with their peers.</td>
<td>15%</td>
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<td><strong>Group Project:</strong></td>
<td>includes feedback on how your group worked together throughout the semester, your final group presentation (on the Grantmaking Activity and decision process), and the completion of your foundation’s binder. Presentation and Binder Due December 11</td>
<td>25%</td>
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Both individual and group work will be assessed for grading purposes. Assignments must be completed on time. Any late assignments will be reduced one letter grade for the first 24 hours and another letter grade for each subsequent day late. Extensions will only be given in the event of an extreme, documented family or personal emergency.

COURSE REQUIREMENTS

• Attendance: Due to the experiential nature of this course, it is critical that students attend all sessions. If you need to miss a course meeting, prior arrangements should be made with the instructor.

• Participation: Active participation in classroom discussion and group decision making is essential.

• Preparation: All readings and assignments must be completed on time. All readings can be found posted on LATTE. The background they provide is critical to a successful, informed, and shared process. Readings are designed to help you with your group assignments as well. Within the experiential portion of the course, the group will collectively define and decide how to approach each task, delegate assignments, and set timelines for completion. Group members depend on each other and hold each other accountable. Independent research on various aspects of grantmaking and the nonprofit sector is likely to be required to complete some tasks.

• Professionalism: Students are expected to maintain the highest standards of professionalism when interacting with grantees and conducting site visits and to respect the confidentiality of the applicants and their clients.

A Note on Technology: During discussion periods, ours is a high-engagement, low-tech setting. Laptops are to be used ONLY for taking notes or if necessary, for accessing readings. We strongly prefer that you use pen and paper even for note taking. Use of phones and tablets for texting is not permitted. Please silence phones during class time. You will likely be using laptops and tablets during your work in small groups and use of the internet is of course permitted for class-related work.
Binders must contain the following:

*Section 1*
- Mission, Vision, Funding Priorities, Group’s contact information (email address)
- Group Meetings notes / Minutes

*Section 2*
- Organization Research and List of RFP Pool: Indicating organizations considered, those invited, and those who applied
- RFP Draft (what you sent to your applicant pool)
- Sheet with Site Visit Benchmarking questions
- Blank RFP Evaluation Rubric

*Section 3* (you can make a subsection for each RFP, but not necessary)
- Complete RFPs (completed proposals only: this includes their statement of purpose and/or executive summary. We do not need financials or organizational charts).
- Notes from benchmarking questions for each site visit
- Completed Aggregated Evaluation Rubric for each proposal received

*Section 4* (*Instructor will add these into your binders and will provide you with scanned copies*)
- Award Letter
- Rejection Letters
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<tr>
<th>CLASS SESSION</th>
<th>TOPIC</th>
<th>REQUIRED READINGS ASSIGNMENTS DUE</th>
<th>In-Class Group/Grantmaking Activities</th>
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<tr>
<td>1</td>
<td>Introductory Activity&lt;br&gt;Review of Course Learning Objectives&lt;br&gt;What is traditional philanthropy/charity?&lt;br&gt;Norms, Expectations&lt;br&gt;Step-by-Step Overview of our Class’ Grantmaking Process</td>
<td>Please read the syllabus&lt;br&gt;A History of Modern Philanthropy: The National Philanthropic Trust (Sections on New Meaning in a Changing World &amp; Upheaval and Reform)&lt;br&gt;Cafe Reader: Nonprofits Money as Medicine by Edgar Villanueva, May 21, 2018</td>
<td>Collective brainstorming of grantmaking priorities/areas&lt;br&gt;Create small groups based upon grantmaking priorities. In-group activity.</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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Case: *The Big Chill: How Big Money is Buying off Criticism of Big Money*.  
*Answers on Grant Proposals if Nonprofits were Brutally Honest with*  
Begin Crafting your Request for Proposals (RFP)  
Begin Researching Organizations to Invite to Apply |
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| 4 Oct. 9 | **PANEL:** (To be invited, tentative guests) | **Funders:** Vu Le. NonprofitAF. February 2018.  
*Community Foundations - Julie Smith Barteloni, The Boston Foundation*  
*Family Foundations - Deva Hirsch, The Fireman Family Foundation* or Shanna Schulman, The Smith Family Foundation  
*Corporate Foundation - Jeff Bellows, Blue Cross Blue Shield of Massachusetts*  

"What is a Community Foundation?" Council on Foundations  
Grantcraft: Smarter site visits. 2015  
Cafe Reader: Site Visits  
Finalize your RFPs  
DUE TODAY, END OF CLASS: Draft of your RFP  
Finalize Applicant Pool, must be approved by Professor Lee.  
NOTE: YOU MUST SEND YOUR RFP'S OUT BEFORE OUR NEXT CLASS. |
The Foundation Center. Social Impact & Assessment Tools. (You do not have to read all of the tools/guides. Choose a couple you find interesting and review those)  
McKinsey & Co. The History of Social Impact Assessment  
Develop Protocol for Site Visits. Work on Scheduling Site Visits.  
REMINDER: YOU NEED TO HAVE SENT OUT ALL YOUR RFP’s BY NOW.  
DUE TODAY, END OF CLASS: A Record of all the Invitations to Apply  
Class Activity focused on Inputs, Outcomes, Impact. |
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<td>Team Meeting to discuss site visits, share reflections, etc.</td>
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<td>• Social Innovation Forum, etc.</td>
<td>Igniting the Spark: Community Foundation Youth Philanthropy Engagement Models: YOUTHadelphia</td>
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<td></td>
<td>• Funder Collaboratives</td>
<td>Daniels, Alex and Lindsay, Drew. Donor Advised Funds Reshape the Philanthropy Landscape. The Chronicle of Philanthropy, 2016.</td>
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<tr>
<td></td>
<td>• Donor Advised Funds</td>
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<td>7</td>
<td>Philanthropy and Social Determinants of Health</td>
<td>Ross, Tracey, Parsons, Chelsea, and Vallas, Creating Safe and Healthy Living Environments for Low-Income Families.</td>
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<td></td>
<td>Audrey Shelto, President, BCBSMA</td>
<td>Discussion of Blue Cross</td>
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| Foundation                  | Center for American Progress. 2016.  
|                            | Cohen, Richard. **Reflections from The**  
| 8 Nov. 6                   | Philanthropy and Social Movements - The Civil Rights Movement to Black Lives Matter  
|                            | Philanthropy and Racial Equity/Racial Justice  
<p>| |
|                            |<br />
|                            | Continue with Site Visit Process, Rubric Development |</p>
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| 9 Nov. 13| A Deep Dive into The Biggest and Most Powerful Social Justice Grantmaker: The Ford Foundation  
Guest Speaker: Susan Eaton | Civil Rights Litigation: The Ford Foundation  
Walker, Darren. **Moving the Ford Foundation**, 2015  
Review Ford's Equal Change Blog  
Due: Short Essay 2: Emerging Philanthropic Models |
| 10 Nov. 20| Philanthropy and Popular Culture  
Unbound Philanthropy & The Nathan Cummings Foundation.Executive Summary: **Social Justice and the Promise of Pop Culture Strategies**, 2016  
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<td>13 Dec. 11</td>
<td>Final Presentations</td>
<td><strong>DUE TODAY</strong>: Turn in your binder to lead instructor at the start of the evening. <strong>DUE Dec. 15</strong>: Short Essay 3: Your Philanthropy and Advocacy</td>
<td>CELEBRATION EVENT with grantees.</td>
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