Philanthropy, Advocacy & Social Change
Robert F. Wagner Graduate School of Public Service, New York University
Course # P11.0024.001
Spring 2010 (1/19 – 4/27)
Tuesdays, 9:30 am – 12:15 pm

Instructor
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Course Description
With over $550 billion dollars in assets and contributions exceeding $36 billion/year, private charitable foundations are a source of concentrated social and political influence in American society. Despite the fact that their giving only represents 12.6% of the $295 billion given last year to charitable causes, many believe that foundations exert a disproportionately large degree of influence on the political and social development of our country due to their institutional approach to grant making and multi-year commitment to specific issues and approaches. Through this course, students will gain an understanding of the roles and influence (positive and negative) of philanthropy on political advocacy and social change movements in the US; the scope and diversity of the philanthropic sector; political advocacy approaches and social movements; and examples of current philanthropic involvement in advocacy and social change efforts across the political spectrum. The course closes with a 1 month grantmaking practicum where students will distribute $10,000 in funding to small grassroots organizing groups in NYC working with the North Star Fund and Sunshine Lade Foundation. Prerequisites: none.

Course Purpose
This course provides an introduction to the influence of philanthropy on political advocacy and social change movements in the United States. It examines the scope and diversity of the philanthropic sector, tracing its evolution through US history and its impact - positive & negative - on social change movements. This course will also introduce students from a range of disciplines to the complex role of different types of foundations in US society and culture; encourage them to examine further the intersections of philanthropy with policy, business, law, and society; and offer a hands-on experience as a grantmaker supporting local social change efforts in NYC.

Course Audience
This course is available to undergraduate students. It is intended as a core course for students in the Advocacy and Social Change minor or as an elective for students interested in the subject.

Course Instructor
Mr. Franklin has a background in urban policy and development, social justice philanthropy, public education reform, and nonprofit strategy and leadership. He serves as Deputy Director of the 21st Century School Fund and is a Lecturer on Public Administration and Doctoral Candidate at NYU’s Wagner School of Public Service. He teaches courses on philanthropy, nonprofit management, and public policy and his research focuses on the role of private philanthropy in public policy.

He previously coordinated the Rockefeller Foundation’s Next Generation Leadership Network and has also worked for the Lower Manhattan Cultural Council, White House Office of National AIDS Policy, Aspen Institute, and Oregon Commission on Children and Families. He is a “serial” social entrepreneur, co-founding Oregon Students Supporting Education, the Multnomah Youth Commission, and IAM LLC (an urban brownfield development planning firm that won the 2004 Goldman Sachs Global Social Venture Competition). He serves on
the boards of the North Star Fund (Treasurer), Bolder Giving (Chair), and Resource Generation; steering committee of the Social Justice Philanthropy Collaborative; and advisory board of Wealth for the Common Good. He has an MS in Urban Policy and Nonprofit Management from the New School’s Milano Graduate School and a BA in Political Communication from the George Washington University.

Course Objectives
- To understand what a foundation is and how it operates.
- To review the context of foundations and how they have evolved into the organizations they are today.
- To analyze and debate the roles and responsibilities of foundations in society.
- To demystify the grantmaking process through a practicum experience.
- To investigate the effect of philanthropy on nonprofits, social movements, and political change.
- To connect readings and discussions to real-life through interactions with practitioners.
- To formulate and support an individual opinion on the subject.
- To develop critical analytical thinking and writing skills.

Course Organization and Design
The course is designed to provide an historical context for understanding the role of philanthropic organizations in social change. We will move from the historical to the contemporary role of philanthropic organizations to examine in-depth the current practice and trends in grant making locally and nationally.

The course includes rigorous reading assignments, active discussions and meetings with current leaders in the field. In addition to classroom discussions, students are expected to engage with the topic through written assignments and individual investigation. The course will conclude with a grant making practicum, which will involve small group collaboration in order to synthesize and apply their understanding of the subject in a real world forum.

Expectations of Students
1. Take responsibility for your learning.
   - **Attendance.** Every student benefits from the viewpoints of other students. If you need to miss a class for unforeseen reasons you are responsible for getting all information covered in class. It is preferable to inform me of any previously scheduled conflicts no later than the first week of the course. I understand that occasionally family and health emergencies necessitate missing class, but please email me in advance of a class that you will be absent OR email immediately afterwards for follow-up. If you miss more than two class sessions, your participation grade will be affected.
   - **Participation.** Participate actively in class discussions. The course design takes into consideration the difference in learning styles and interests of students to ensure the best learning experience for everyone.
   - **Preparation for Class.** Read ALL assigned materials and make note of questions, inconsistencies, areas of interest, and connections you find to other readings
   - **Complete ALL Graded and Ungraded Course Assignments.** All assignments should be turned in on time and in compliance with all criteria listed in the assignment instructions.
   - **Technology.** It is expected that you will use an active e-mail account, use the Internet, access electronic databases in the review of literature in the field, access Blackboard (Bb), etc. You must be competent in the use of email and the E-reserve/Bb course management system. Most assignments
will be submitted electronically to the course site. I will be contacting you through the Blackboard email system, so you are expected to check the email account on file for you in this system regularly.

2. **Abide by the Wagner Academic Code.** These expectations include the application of academic integrity and honesty in your class participation and assignments.

3. **Accommodations.** In order to receive accommodations for a disability, you must be registered with the Moses Center for Students with Disabilities. If possible, please talk with me about any accommodations you require prior to class sessions.

4. **Questions about class.** If you have any questions/comments/concerns about readings, about anything said in class (particularly by me or a guest speaker), about the tone or content of class discussion, about your papers and their grades, or, in short, about anything having to do with this course, please talk with me. This course requires the participation of each and every student to be successful.

### Course Evaluations
As this course is evolving based on ongoing student feedback, your input will make a great deal of difference in the development of the content and structure. You will have opportunities throughout the semester to provide comments and suggestions and I will appreciate your honest and candid feedback.

### Auditing & Visitors
Due to this class’ intensive seminar style, students will not be able to observe or audit this course. We may occasionally have a prospective student visit us for a single class.

### Required Readings
*This is a reading intensive course*, so please plan your reading schedule appropriately. All readings are listed under the day when we will be discussing them and should be completed before class.

We will use two books in this course and extensive readings posted to the Blackboard site. I have placed copies of each text at the Bobst reserve desk for your use as well. The two assigned books are:


These books have been ordered for the NYU Bookstore and are also available for purchase online and at most major bookstores. If you purchase online, I suggest you look at [www.addall.com](http://www.addall.com) which reviews over 50 online retailers to find you the best price.

### Recommended Readings
You are encouraged to conduct further investigation on contemporary issues in philanthropy raised in class through periodic reading of relevant publications such as *The Chronicle of Philanthropy*. You are also encouraged to explore the websites of various philanthropic organizations to remain abreast of trends in the field.

### Assignments and Grading
Your grade in this course is based on six components. More details will be provided in class as we near each deadline. I am happy to discuss any of these assignments with you before they are due, please email me to schedule an appointment. The “Foundation Initiatives in History” will not be accepted late. Other assignments will be docked one half grade (B+ becomes a B) for every day late.
1. **Class Participation – 20%** - Your participation grade is yours to lose. You will be evaluated based on your attendance, attentiveness in class, active engagement in class discussions and question sessions, and full participation in the final grantmaking exercise.

2. **Foundation Initiatives in History – 5% - 2 pages** – Due on February 9, you will review three cases from Fleishman’s *The Foundation* and write a short response paper on how you think their timing in the context of American political history and philanthropic evolution may have affected how they were conceived, designed and carried out.

3. **Article Reviews – 10% each – 3-4 pages each** – Due on February 23 and March 30, you will select an article connected to institutional philanthropy and social change from a peer reviewed academic journal published in the last 10 years that is not on our reading list and prepare a short summary and critique of the article. You may submit the article citation & abstract in the weeks before each review is due (at least one week in advance) to get feedback on whether it fits the assignment requirement.

4. **Funder Area Report Review – 10% - 2-3 pages** - Due on March 23, you will review one of the funder issue reports presented in class or a similar report you have identified and received prior approval for. You should highlight what you found particularly interesting about the grantmakers’ approaches to funding this issue and particularly their support or lack of support for advocacy and social change work.

5. **Research Paper – 25% - 8-10 pages** – Due on April 27, you will select a social change issue or movement of your choice and explore how philanthropy has supported work on this issue, which foundations have been involved, etc. More details will be given in class. An initial non-graded and non-binding proposal of 1-2 paragraphs is due on March 2 so that I can give you feedback and suggestions for where to begin your research.

6. **Grantmaking Practicum - 20%** – You will work individually, in small groups, and as a full class to read and evaluate grant proposals and award $10,000 in real grants to NYC community organizing groups.
   - **PART A:** Grant Proposal Evaluations and Funding Recommendation – 15% - is due April 13.
   - **PART B:** Grantmaking Reflection and Peer Assessment – 5% - is due April 20.

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**Submission Guidelines for Assignments**

Hardcopies of all written assignment are to be submitted in class on the due date. Electronic copies should be submitted in Blackboard prior to the start of class on the due date (they may be submitted via email if you have problems with Blackboard).

**Assignment Due Dates**

Assignments are due by the start of class on the designated date. Please bring a hard copy to class and also submit electronic copies on Blackboard prior to class on the due date.

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<thead>
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<th>Date</th>
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<td>Foundation Initiatives Reflection Memo</td>
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<tr>
<td>February 23</td>
<td>Article Review #1</td>
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<tr>
<td>March 2</td>
<td>Research Paper Proposals</td>
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<td>March 23</td>
<td>Funding Area Report Review</td>
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<td>April 13</td>
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Weekly Topics and Readings:

January 19: Introductions, Course Overview, Mapping the Philanthropic Sector, and a Review of Political Advocacy and Social Change in the United States

No Readings

Assignment before class begins:
Before the first day of class, visit the Foundation Center online and take the short “course” entitled Foundations and Their Role in Philanthropy (http://foundationcenter.org/getstarted/training/online). The course is free and should take you about 10 minutes. This is not graded, but will serve as the starting point for our first discussion. Please bring any questions you have from this review with you to class.

January 26: Evolution of philanthropy in the US: Legal evolution and foundation types

Readings:
- Philanthropy in America – Timeline of Key Events, History of American Foundations
- Philanthropy in America - Community Foundations

Optional
- Philanthropy in America - Glossary of Terms in Philanthropy (Useful reference for all semester)

February 2: No Class

February 9: Class cancelled for medical emergency

February 16: Political Philanthropy: Understanding the Roles of Private Foundations in Social Change

Readings:
- Fleishman – pgs 1-88
- Korten – Foreword & Intro
- Case Example – Schott Foundation (Korten Ch 2)
Optional:

February 23: Progressive Philanthropy and Grassroots Social Justice Organizing

Readings:
- Case Example – Discount Foundation (Korten Ch 1)

Optional:

March 2: Conservative Philanthropy and the War of Ideas

Readings:
- Case Example - One chapter of your choice of 4-7 from Teles’ book.

Optional:
March 9: Researching Philanthropy & Beginning Discussion on Philanthropy and Identity

- **1st Half of Class** – Research training with Susan Shiroma, Senior Librarian at the Foundation Center. Class meets at the Foundation Center at 79 Fifth Ave.
- **2nd Half of Class** – Discussion about philanthropy & identity: issues of race, class, gender and orientation

**Readings:**
- Case Examples – Global Fund for Women & Gulf Coast Fund for Community Renewal (Korten Ch 9 & 10)

**Optional:**

March 16: No Class (Spring Break)

March 23: Philanthropy and Identity - Continued

**Readings:**
- Case Examples – Jacobs Family Foundation & Liberty Hill Foundation (Korten Ch 4 & 7)

March 30: Grantmaking Practicum Introduction

**Guest:** Hugh Hogan, Executive Director, North Star Fund

You will learn in detail about the grantmaking approach and strategies of this small NYC community foundation. We will review the strategic priorities of the foundation and its last year of grantmaking activity. Mr. Hogan will review the process and criteria that North Star uses to review such proposals. Additionally, you will be assigned to small groups to evaluate a set of real grant proposals.

**Readings:**
- Fleishman 149-266
- North Star Fund Strategic Plan
- North Star Fund Community Funding Committee Guidelines & Grantmaking Process Explanations
- North Star Fund 2009 Annual Report
April 6: Initial Proposal Review

Readings:
• All grant proposals

April 13: Proposal Review Continued & Final Decision-Making

Readings:
• Funder memos from all other members of your small group

April 20: Grantmaking Reflection, Discussion of Philanthropy Critiques, and conversation with Doris Buffet, Sunshine Lady Foundation

Readings:
• Lessons for the Road (Korten, Ch 11)
• Philanthropy Critiques
• Background on Doris Buffet
  o "Virtue Capital" by John Sedgwick, Worth Magazine, October 1999