

Features of the Class

THIS CLASS WILL USE THE INSIDE-OUT PRISON EXCHANGE PROGRAM MODEL



CLASS WILL BE HELD INSIDE THE OREGON STATE CORRECTIONAL INSTITUTION (OSCI) IN SALEM, OREGON
WEDNESDAYS
6:00 - 8:50 PM



INSIDE STUDENTS WILL WORK ALONGSIDE OUTSIDE STUDENTS

"CREATING SPACE WHERE PEOPLE'S STORIES CAN BE TOLD, AND A PLACE WHERE NEW STORIES CAN BE MADE"



WHAT ARE THE FEATURES OF SOCIALLY RESPONSIBLE PHILANTHROPY?
AND ARE WE DOING IT?

BUILDING COMMUNITY WITH GRANT MAKING:

THE POWER OF PHILANTHROPY FROM DISENFRANCHISED COMMUNITIES

•UNIVERSITY OF OREGON • PLANNING PUBLIC POLICY & MANAGEMENT • PPM 410 • 4 CREDITS • WINTER TERM 2019 • CRN 27762



What if philanthropy focused on sustainable community engagement and development?

How Can Philanthropy Build Communities?

The history of American philanthropy is an intriguing combination of capitalist fortunes (amassed mostly by white men), with billions of dollars of those fortunes being given away to support progressive movements such as civil rights, voter registration, environmental justice, racial equity, and many others. There is a strong religious component that has focused on giving charity to those less fortunate, with the idea that giving money, food, clothing, shelter to people is a good thing. There is also a paradox in that

Philanthropy in America has traditionally focused on a crisis, needs-based approach

philanthropy has gained its fortunes in large part from white privilege, substantial donations have been made (and continue to be made) to programs/agencies/movements that directly challenge white privilege. Recently, there is an increasingly critical review of American philanthropy that suggests charitable acts that address single issues can actually harm (in the long run) those who are intended to be helped. In this class, we will use this critical lens to explore how philanthropy can build community by engaging and involving people to become more self-sufficient. In order for philanthropy to be sustainable, we must find ways to move beyond crisis response to the more complex and difficult long-term issues of community development.

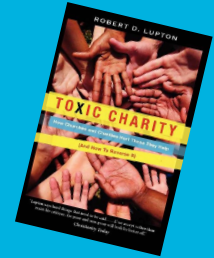
Learning Objectives

Here's what I want you to be able to do after completing this course:

- Understand and be able to converse fluently (verbally and in writing) about the American traditions of philanthropy and the social, racial, economical, and political forces that have shaped the system
- Become familiar with the growing critical theory literature that advocates for significant changes in the ways philanthropy is carried out in America
- Be able to articulate the current efforts that are based on social responsibility, community involvement, equity, inclusion, and sustainability
- Be able to connect ideas, concepts, and theories with your own experiences, and clearly articulate those connections verbally, and in writing.
- Recognize the intersections of race, socio-economic class, gender, and privilege, with philanthropy, and be able to articulate the effects on current policy reform efforts and also to propose new policy
- Be able to perform due diligence as a grant-maker (not a grant seeker) and make a grant to a nonprofit 501(c)(3) corporation in accordance with Internal Revenue Service rules and regulations
- Become familiar with the academic and scientific literature that describes the restorative effects resulting when traditionally marginalized communities play an integral role in developing sustainable community development

Required Reading Materials

1



Lupton, R. (2011). *Toxic Charity: How Churches and Charities Hurt Those They Help (and How to Reverse it)*. New York, NY: HarperOne

Note about the book "Toxic Charity"

This book could be challenging for many students for a variety of reasons. It is written from a Christian perspective, and students who do not align with Christianity might find the reading challenging. The book also forcefully challenges the benefits of traditional "top-down" charity and philanthropy in ways that could be challenging for some students. I don't agree with everything in the book, but I do believe it presents an important perspective to consider

2



We will also read from a variety of supplemental sources, including academic and scientific literature, program, and policy sources

How You Will Be Graded

Your grade will be determined in large part by your commitment to being present in the class (Frener, 2014). That means you will not only need to be physically present, but also engaged with the course materials, topics, and interacting with your classmates. This is a unique class that requires your active participation. That means reading the materials before class, showing up ready to listen, ask questions, and participate in the class discussions and activities.

Here are the course activities/assignments you will be required to complete:

Attendance and Participation	(10 pt / class x 10 classes)	100 points
Weekly Reading Responses	(100 pts x 8 papers)	800 points
Grant-Making Exercise & Reflection Paper		100 points
Total		1,000 points

A THE GRADING SCALE

I grade on a traditional non-weighted scale:

- A = 93% - 100%
- A- = 90% - 92%
- B+ = 87% - 89%
- B = 83% - 86%
- B- = 80% - 82%
- C+ = 77% - 79%
- C = 73% - 76%
- C- = 70% - 72%
- D = 60% - 69%
- F = Less than 60%.

Explanation of Course Activities/Assignments

Attendance and Participation (100 points)

Attendance is mandatory, and will be taken at every class. This is a unique class because it is primarily dialogue based, and therefore interactive and organic. It is also a fairly small class, which means that the class room dynamics will be greatly affected if people don't attend class.

Weekly Reading Responses (800 points)

All students will submit a three to four page hand-written, or typewritten paper, double spaced, at the beginning of class each week, starting on 1/16, and the last one on 3/8. The Weekly Reading Responses will be based on the assigned weekly readings with a prompt by the instructor. These papers are an opportunity for you to share observations and insights regarding the reading topics, and to add your thoughts on how the readings pertain to your life experiences. There are a total of eight Weekly Reading Responses due. I will give you a grading rubric for each Weekly Reading Response, and you will assign yourself an initial grade according to the rubric. I will also read your papers and assign a final grade to them.

Grant-Making Exercise and Reflection Paper (100 points)

All students will participate in a grant-making exercise that complies with the Internal Revenue Service (IRS) rules for nonprofit corporations (501(c)(3)). Students will write a reflection paper about

their experiences with the grant-making process, and a discussion about how the process intersected with the readings/podcasts throughout the term. The due date for the reflection paper is 3/20. Instructions for the Reflection Paper will be handed out later in the term.

Anthology (Required, not graded)

An Inside-Out tradition is for each class to produce an Anthology, which is kind of like a “yearbook” for the course. The Anthology contains photographs from the class, and written materials from everyone. Each student is required to contribute written materials to the class anthology by Week 7. Students may submit artwork (not required). The class anthology will be distributed during the final class in Week 11.

VERY IMPORTANT NOTE: You must complete all assignments to be eligible to pass this course, regardless of your point/percentage total

Course Policies

Diversity Statement: It is the policy of the University of Oregon to support and value cultural diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the University community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas and background which is the lifeblood of the university

The College of Design promotes the strengths of our multicultural community through the Equity and Inclusion Committee. For more information about the Equity and Inclusion Committee and other student resources, please see: <https://blogs.uoregon.edu/design/deans-office/committees/equity-inclusion-committee/>

Documented Disability: Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, please meet with me within the first two weeks of the term. Documentation must come in writing from the Office of Accessible Education. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For additional information, contact Office of Accessible Education:

About Plagiarism: Giving others credit for their thoughts, ideas, or results, is essential. If you use someone else’s ideas and words without giving them credit, that’s plagiarism. It’s easy to avoid plagiarism--all you have to do is properly cite information/ideas/thoughts that aren’t yours. I will actively pursue suspected plagiarism, and you should know that I am pretty good at sniffing out plagiarism.

If caught, you will experience not only my total disgust and disappointment, but you will automatically receive a zero for the item, and quite possibly fail the course (my discretion). And, you will face the wrath of the Student Conduct Committee. Just let me tell you that they will not be lenient with you. Bottom line: Don't Cheat.

You should be familiar with the UO's rules about plagiarism: <https://researchguides.uoregon.edu/citing-plagiarism>

You should also know about the **University of Oregon's Student Conduct Code**, which includes AVOIDING plagiarism: <https://dos.uoregon.edu/conduct>. All students are subject to the regulations stipulated in the UO Student Conduct Code. This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with the University of Oregon, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

LATE PAPERS: Accepted with 5% grade reduction per day, up to 50% maximum reduction

Cell Phones, Laptops, and other electronic devices are not allowed in the classroom. You will not be allowed to bring any of these items into the prison.

Religious Holidays: Any student, who, because of religious beliefs, is unable to attend classes on a particular day, shall be excused from attendance requirements or other assignment on that day. The student must make up the other assignment missed because of absence.

Mandatory Reporting:

UO employees, including faculty, staff, and Graduate Employees, are mandatory reporters of prohibited discrimination when the employee obtains "credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring." "Prohibited discrimination" includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that your disclosure of information about prohibited discrimination to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: <https://president.uoregon.edu/content/employee-reporting-responsibilities>

Extremely Important Policy: Appropriate Behavior Inside Prison

Outside Students

1. We are guests of the Oregon State Correctional Institution and must abide by all rules and regulations. Failure to do so can have many negative effects, including jeopardizing the entire University of Oregon Inside-Out program (no, I am not making this up). I reserve the right to terminate you from the class at any time for rule violations. If you are terminated from the class, you will receive an “F” grade for the course.
2. Here are the rules you must abide by:
 1. Clothing: Nothing blue can be visible. Clothing must be modest and cover up shoulders, midriff, and legs. No underwire bras are allowed. Plain black/brown/grey t-shirts are acceptable for tops. Black/brown/grey pants are acceptable. No cleavage can be visible. Be mindful of clothing fit while sitting on the floor, bending over, reaching, getting up from sitting, etc. No hats allowed. No hoodies allowed. A clothing check will be completed every week before leaving Eugene and I will approve your clothing before you will be allowed to travel to the prison. Repeated clothing violations, no matter how minor, can result in a grade reduction (yes, it is THAT important!)
 2. Valid Photo Identification is required every time you enter the prison. A Driver’s License is acceptable. UO Student ID is **not** acceptable. No ID means you don’t attend class that night
 3. Bring a notebook (no metal spiral bound notebooks allowed), and something to write with
 4. Jewelry/Visible Piercings: Remove (if possible) before class. I suggest you leave them at home
 5. Search of Vehicles: Vehicles in the prison parking lot are subject to search. Please leave anything you wouldn’t want searched at home
 6. Interactions with Inside Students: No physical touching except a handshake. All conversations must be professional in nature. No contact with Inside Students is allowed after the course is completed
 7. Demeanor while transitioning in to and out of the prison: Outside students will line up single file in alphabetical order by last names. No talking is allowed in the general population areas (i.e. hallways)
 8. Do not accept **anything** from an incarcerated person asking you to take the item out of the prison— that means ANYTHING—no paper, no notes, no letters, no anything. Got it?
 9. “Over Familiarization”—OSCI has a strict policy against outside students becoming too familiar with inside students, and vice versa. That means you need to avoid sharing personal information

Inside Students

1. Your behavior must comply with the rules set forth by Oregon State Correctional Institution
2. Interactions with Outside Students: No physical touching except a handshake. All conversations must be professional in nature. No contact with Outside Students is allowed after the course is completed
3. I reserve the right to terminate you from the class at any time for rule violations that are related to the class. If you are terminated from the class, you will receive an “F” grade for the course

WHAT I EXPECT FROM YOU

Here is what I expect from you this term:

- Be open to the idea that your perspectives are important and part of the bigger story—there are multiple perspectives to consider
- Be prepared for class. That means complete the assignments ahead of time and be prepared to discuss the ideas/concepts/issues
- Be kind to yourself and to others. That means your behavior and speech is professional at all times. Professional means no verbal attacks on your classmates
- Practice “intellectual humility”—this will allow you to hear and understand the complex stories of others

WHAT YOU CAN EXPECT FROM ME

Here is what you can expect from me this term:

- Academically challenging, inclusive and engaging class room environment
- Timely and professional responses to your questions
- Fair grading of your work
- Clear expectations about what I want you to do
- Constant urging for you to think critically
- Apologies if I make mistakes
- Humility, gratitude, and optimism

**TYPICAL SCHEDULE FOR WEDNESDAY CLASS**

3:45 PM	Meet in UO Law School foyer Display photo ID Clothing check
4:00 PM	Leave for Salem in State Motor-pool cars
5:00 PM	Arrive at OSCI and process into the prison
6:00 - 8:45 PM	Class
8:45 PM	Process out of the prison, leave for Eugene
10:00 PM	Arrive at UO Law School



Course Schedule of Readings & Assignments

Date	Topic/Assignments DUE	Required Readings/Podcast/YouTube
WEEK 1 1/8	OUTSIDE STUDENTS ONLY—Orientation, Class Overview, Clothing Practice THIS CLASS WILL BE IN #141 EMU (UMPQUA ROOM), 6:00 - 8:30 PM	
1/9	INSIDE STUDENTS ONLY—Orientation, Class Overview	
WEEK 2 1/16	Topic: Weekly Response Paper #1 DUE Wired for Altruism?	<p>NOTE: Use these materials to complete Weekly Response Paper #1</p> <ol style="list-style-type: none"> 1. "Happy to Help?" 2. "The Bracing Empty Self vs The Open Heart-Minded Self" 3. "Getting Back on Track to Being Human" 4. "Volunteering and Health Benefits in General Adults" 5. TED RADIOHOUR PODCAST: "Wired for Altruism"
WEEK 3 1/23	Topic: Weekly Response Paper #2 DUE Values-Based Mission Statement Exercise	<ol style="list-style-type: none"> 1. "Giving Back is a Birthright" 2. "The Study of Prosociality" 3. "Teaching Virtue" 4. "Virtues—definitions" 5. "Self-Transcendent Emotions and their Social Functions" 6. TED RADIOHOUR PODCAST: "Just a Little Nicer"
WEEK 4 1/30	Topic: Weekly Response Paper #3 DUE Rehabilitative Giving	<ol style="list-style-type: none"> 1. "Wounded Healers" 2. SSIR "The Science of What Makes People Care" 3. "How Does it Work?" 4. "The Kindness of Prisoners" 5. "Implementing & Evaluating Restorative Projects in Prison" 6. TED RADIOHOUR PODCAST: "Giving it Away"
WEEK 5 2/6	OUTSIDE STUDENTS ONLY—Tour of OSCI Plan on spending most of the day at OSCI, then class in the evening. Leave Eugene at 11:30 AM	
WEEK 5 2/6	Topic: Weekly Response Paper #4 DUE The Charitable Giving Landscape in U.S.	<ol style="list-style-type: none"> 1. "History & Scope of the Nonprofit Sector (to page 55)" 2. "Charitable Giving in the U.S. 2017" 3. "Glossary of Basic Terms" 4. SSIR "Mastering System Change" 5. TED RADIOHOUR PODCAST: "Beyond Tolerance"
WEEK 6 2/13	Topic: Weekly Response Paper #5 DUE Nonprofit & Foundation Basics	<ol style="list-style-type: none"> 1. "History & Scope of the Nonprofit Sector (pp. 56 - 114)" 2. "IRS Applying for 501(c)(3) Tax Exempt Status" 3. "Foundation Basics" 4. "Due Diligence Done Well" 5. YOUTUBE: Dan Pallotta: "The Way We Think About Charity is Dead Wrong" https://www.youtube.com/watch?v=bfAzi6D5FpM&feature=youtu.be 6. TED RADIOHOUR PODCAST: "Dialogue and Exchange"
WEEK 7 2/20	Topic: Weekly Response Paper #6 DUE Anthology materials DUE Grant Making	<ol style="list-style-type: none"> 1. "Toxic Charity (Chptrs 1 - 4)" 2. "Power Moves: Your Essential Philanthropy Assessment Guide for Equity & Justice" 3. "Essential Skills for New Grant Makers" 4. SSIR "Ten Reasons Not to Measure Impact and What to do Instead" 5. TED RADIOHOUR PODCAST: "Playing with Perceptions"

Course Schedule of Readings & Assignments (Continued)

WEEK 8 2/27	Topic: Weekly Response Paper #7 DUE Grant Making	<ol style="list-style-type: none"> 1. "Toxic Charity (Chptrs 5 - 7) 2. Grantmaking for Social Justice and Peace 3. "How to Read Grant Proposals" 4. TED RADIOHOUR PODCAST: "Can We Trust the Numbers?"
WEEK 9 3/6	Weekly Response Paper #8 DUE Grant Making	<ol style="list-style-type: none"> 1. "Toxic Charity (Chptrs 8 - 10) 2. "Why Strategic Philanthropy is Social Justice" 3. "Numbers and Sense: How to Read Financials" 4. TED RADIOHOUR PODCAST: "Inspire to Action"
WEEK 10 3/13	Decision Time! The class will decide on which nonprofit will receive the grant	
WEEK 11 3/20	CLOSING CEREMONY Grant-Making Reflection Paper DUE	
3/21	INSIDE STUDENTS ONLY—Debrief	

PODCASTS AND YOUTUBE VIDEO

The TED RadioHour Podcasts will be available in several formats. For Outside students, you can find .mp3 files posted on Canvas. For Inside students, the .mp3 files will be loaded on a CD that will be made available to you

The YouTube video (Dan Pallotta: The Way We Think About Charity is Dead Wrong) is available for Outside students with this link:

<https://www.youtube.com/watch?v=bfAzi6D5FpM&feature=youtu.be>

For Inside students, the link will be made available to you for access inside the prison

Individual Participation Rubric

Here are the standards that I will use to grade your participation throughout the course. (Carnegie Mellon University)

Tools for Assessment www.cmu.edu/teaching/assessment

Eberly Center for
Teaching Excellence

Rubric for Assessing Student Participation (100 points possible)				
	Exemplary (90%- 100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (>70%)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

Weekly Reading Response Rubric (8 papers x 100 pts = 800 points possible)

Here is the rubric I will use to evaluate your Weekly Reading Response papers. Before turning papers in, you are required to evaluate your papers and assign a preliminary grade. I will use your preliminary grade as a starting point for my review and final grade of your papers. Portions of this rubric are modified from Carnegie Mellon University.

Component	90%-100% Sophisticated	80%-89% Highly Competent	70%-79% Fairly Competent	<70% Not Yet Competent
<u>Introduction Paragraph</u> 10 points	Provides the reader with a clear sense of the evidence that will follow Reveals the organizational structure of the paper Guides the reader smoothly and logically into the body of the paper	Gives the reader a reasonably good sense of the nature of evidence that will follow	Does not guide the reader into the body of the paper	Missing or substantially incomplete
<u>Address the Prompt</u> 20 points	Clear and complete answer to the weekly prompt. Writer demonstrates firm understanding of the fundamental issues Writer discusses issues in a thoughtful and insightful manner	Clear and complete answer to the weekly prompt Writer demonstrates firm understanding of the fundamental issues	Clear and complete answer to the weekly prompt	Missing or substantially incomplete
<u>Personal Reflection</u> 30 points	Clear connections and interpretations between the strategies and arguments presented in the readings and personal experiences. Writer clearly contrasts/compares with own experiences	Writer clearly contrasts/compares with own experiences	Unclear contrast/comparisons	Missing or substantially incomplete
<u>Organization</u> 15 points	Organization of paper as a whole is logical and quickly apparent Connections among ¶ are clearly articulated Transitions between ¶ are smooth Every ¶ makes one distinct and coherent point, expressed in a clear topic sentence; the parts of each ¶ connect logically and persuasively, and internal transitions are smooth	Organization of paper as a whole is logical and apparent, but transitions between ¶ are not consistently smooth Every ¶ makes one distinct and coherent point and, for the most part, the parts of each ¶ connect logically and effectively In all but a few cases, the ¶'s point is expressed in a clear topic sentence	Organization of the paper as a whole can only be discerned with effort Not all parts of the paper fit into the organizational structure Not all the parts of the paper are effectively integrated. In a number of ¶, there is not a distinct point Topic sentences are missing or unclear in a number of ¶	Organization of the paper as a whole is not logical or discernible

<p><u>Clarity</u></p> <p>10 points</p>	<p>Throughout the paper, wording is precise and unambiguous Sentence structure is consistently clear and lucid Quotations are all framed effectively in the text (i.e. integrated properly for grammar and meaning)</p>	<p>Paper is for the most part precisely worded and unambiguous Sentence structure is mostly clear Quotations are framed effectively in text</p>	<p>Wording is imprecise or ambiguous fairly often Sentence structure is often confusing Quotations are not framed effectively in text</p>	<p>Throughout the paper, wording is imprecise or ambiguous Sentence structure is consistently confusing</p>
<p><u>Mechanics</u></p> <p>10 points</p>	<p>Paper is appropriately formatted There are no incomplete run-on sentences Quotes are all properly cited (author, date) There are extremely few spelling or grammatical errors</p>	<p>There are a few minor spelling or grammatical errors Quotes are all properly cited (author, date)</p>	<p>There are a number of spelling and grammatical errors In a few places, quotes are not properly cited (author, date)</p>	<p>Paper has more than ten spelling or grammatical errors Quotes are not properly cited</p>
<p><u>Conclusion</u></p> <p>5 points</p>	<p>Elegantly synthesizes and reframes key points from the paper Suggests new perspectives or questions relevant to the central discussion, and brings closure</p>	<p>Synthesizes and brings closure but does not examine new perspectives or questions</p>	<p>Restates the same points as the introductory ¶ without reframing them Writer introduces new information in the conclusion rather than new perspectives</p>	<p>Missing or substantially incomplete Repeats the introductory ¶ more or less verbatim</p>

100 points total possible for each paper

Here's an example of how to organize your papers:

