

## AS.100.228. Changing the World: Philanthropy in the Twentieth Century

MW, 3:00 – 4:15 pm

Instructor: Taylor Stephens

Email: tsteph16@jhu.edu

Office Hours: Monday, 1:30 – 3:00 pm and by appointment

“Changing the world is not easy. When I started Acumen, it was with a commitment to do what’s right, not what’s easy.”

Jacqueline Novogratz, Impact Investor & Philanthropist

“In the end, my goal is to do as much good as I can for the world.”

Sam Bankman-Fried, FTX Founder & Effective Altruist

“The secret to successful hiring is this: Look for the people who want to change the world.”

Marc Benioff, Salesforce Founder & Philanthropist

“First they think you’re crazy, then they fight you, then all of a sudden you change the world.”

Elizabeth Holmes, Theranos Founder

“One voice can change a room, and if one voice can change a room, then it can change a city, and if it can change a city, it can change a state, and if it can change a state, it can change a nation, and if it can change a nation, it can change the world. Your voice can change the world.”

President Barack Obama

**Course Description:** There seem to be endless ways to change the world these days. You can go into politics, start a nonprofit or foundation, become a social activist, join a global tech company, or pick up a pint of Ben & Jerry’s “Change the Whirled” ice cream at the grocery store. But who should lead social change? What tools should they use? Who should primarily benefit? And how do you know if, or when, the world has actually changed?

This course introduces students to significant debates on the proper role of wealthy and well-educated Americans in leading social change from the 1890s through the present. We will use historical methods to interrogate the ideas, institutions, and arguments that philanthropists – and their critics – have developed in answering these questions. Through these debates, we will seek to better understand the nature, possibilities, and limits of social change in American democracy.

### Course Objectives:

1. We will analyze, contextualize, and interpret the arguments in historical sources. We will seek to understand why individuals arrived at the conclusions they did given the problems they faced and ideas available at the time. But we will not surrender our own privileged historical positions. Instead, we will evaluate ideas and actions with the knowledge of how things ultimately turned out and the alternative paths that individuals may not have chosen, or may not have recognized.

2. We will develop novel historical arguments and select and interpret evidence that supports our claims in several writing assignments. This is a writing-intensive course and is designed to help students become stronger, more confident researchers and writers. We will also practice writing as a tool for persuading people in the ‘real world’ beyond the bounds of our classroom.

3. We will become participants in live debates in the worlds of philanthropy and social change – listening to and building on our classmates’ ideas in class conversations, using historical ideas and arguments as methods of persuasion, and discussing challenging ideas across differences of background, perspective, experiences, and academic discipline.

### **Grading**

30%	Class Participation
5%	First Paper Thesis & Outline
15%	First Paper, 5-7 pp.
15%	Public Opinion Paper, 2-3 pp.
5%	Reflection Assignment, 1 p.
5%	Final Paper Partial Draft
25%	Final Paper, 10-12 pp.

### **Assignments**

*First Paper.* The first paper will be 5-7 pp. in length and will draw entirely on assigned readings. Students may choose from a provided list of questions, or propose a question of their own to be approved by the course instructor. Each question may be answered using only course readings (no outside research required), but students will be expected to draw on several readings in their essays. An outline of this paper will be due on Wednesday, February 15 to be discussed in a one-on-one meeting with the instructor. A final draft will be due on Monday, February 27.

*Op-Ed Paper.* Students will write an 600-800-word op-ed or Substack-style newsletter on a topic of their choosing. They will be expected to develop an argument, anticipate counterclaims, and identify the broader stakes of their position. This paper will be due on Wednesday, March 15.

*Reflection.* Students will write a brief reflection (300 – 400 words) that addresses an unanswered question from the first part of the course and a question they wish to further explore during the second half of the semester. This response will be due on Friday, March 31.

*Final Paper.* The final paper will be 10-12 pp. in length and address a major historical question approved by the instructor. Students will be expected to draw on assigned readings and research conducted outside of class. Topics must be submitted by Wednesday, April 5. A partial draft will be due on Wednesday, April 19. The final paper will be due on Friday, April 28.

All assignments must be submitted by 3:00 PM ET on the deadline date. Papers not submitted by that time will be marked down a third of a letter grade for each day late (so, a grade of a B+ will become a B if one day late, a B- if two days late, and so on).

## **Class Participation and Attendance**

This is a participation-intensive course. Consistent and thoughtful engagement during seminar is essential to earning a high grade for class participation. It is expected that you will attend each class section and contribute to our weekly conversations. The quality of your contributions is far more important than the quantity. Students who score highest in class participation will not only meet all expectations, but will go above-and-beyond in their engagement this semester.

I expect that you will make an effort to contribute thoughtfully to our discussion each class. You can expect that I will regularly ask students to pose and/ or answer questions. Being placed “on-the-spot” often makes us uncomfortable, but navigating new questions and ideas will be essential to our discussion and will build important skills for the future. It is okay to let me know if you do not know an answer or need additional time to gather your thoughts, but not to opt out of trying. If this expectation causes you serious concern, please let me know and we can meet during office hours to brainstorm alternative ways of contributing to class discussion.

*I expect that all contributions will be thoughtful, respectful, and supportive of all members of our classroom community.*

## **Required Texts**

All required readings for this course will be available online or on electronic reserve.

## **Academic Integrity**

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Please report any violations you witness to the instructor. You may consult the associate dean of student conduct by calling the Office of the Dean of Students at 410.516.8208 or via email at [integrity@jhu.edu](mailto:integrity@jhu.edu).

For more information, see the Homewood Student Affairs site on academic ethics:

<https://studentaffairs.jhu.edu/student-life/student-conduct/academic-ethics-undergraduates>

## **Accommodations**

All students with disabilities who require accommodations for this course should contact the course instructor at their earliest opportunity to discuss their specific needs. It is preferable that students request their accommodations at the start of the semester and share their eligibility letter with their instructor. Students submitting their letter later in the semester are still eligible to receive approved accommodations, but there could be a delay in accommodations being implemented. Students with a disability who are requesting accommodations must be registered with the Homewood office of Student Disability Services (101 Shaffer Hall; 410-516-4720; [studentdisabilityservices@jhu.edu](mailto:studentdisabilityservices@jhu.edu)) to receive accommodations.

*Part I: Philanthropy in the Twentieth Century*

**Week 1 (1/23 – 1/25): Philanthropy in a Democratic Society**

*Monday:* Why study the history of philanthropy?

*Wednesday:* Should private wealth be used to advance the public good?

- \* Andrew Carnegie, “Wealth” *The North American Review* 148, no. 391 (1889). [12 pp]
- \* William Jewett Tucker, “The Gospel of Wealth” *Andover Review* (1891), 631-645. [15]
- \* Washington Gladden, “Tainted Money,” *Outlook* 52, no. 22 (1895). [2 pp]

**Week 2 (1/30 – 2/1): Defining Progress in a Progressive Era**

*Monday:* Is altruism ever truly disinterested?

- \* Paul Friedmann, “The Genesis of Disinterested Benevolence,” *Mind* (1878) [7 pp]
- \* Basil Manly, “The Concentration of Wealth and Influence,” in *Final Report of the Commission on Industrial Relations* (1915), 116-126. [10 pp]
- \* Henry S. Pritchett, “Should the Carnegie Foundation Be Suppressed?” *North American Review* 201 (April 1915), 554-566. [12 pp]

*Wednesday:* Can charity spark social change?

- \* Josephine Shaw Lowell, *Public Relief and Private Charity* (1884) preface, 88-100. [13]
- \* Jane Addams, “On the Subtle Problems of Charity,” *Atlantic Monthly* (1899). [29 pp]

**Week 3 (2/6 – 2/8): Social Change in Jim Crow America**

*Monday:* What role can or should philanthropists play in securing justice for marginalized groups or individuals?

- \* Booker T. Washington, “Raising Money” and “The Atlanta Exposition,” in *Up from Slavery* (1901), 177-195, 217-237. [28 pp]
- \* W. E. B. Du Bois, “Of Mr. Booker T. Washington and Others,” in *The Souls of Black Folk* (1903), 41-59. [18 pp]
- \* W. E. B. Du Bois, “Negro Education” *Crisis* 15, no. 4 (1918), 173-178. [6 pp]
- \* Mary Church Terrell, “What the Julius Rosenwald Fund is Doing” (1935). [3 pp]

*Wednesday:* What are the possibilities and limits of change initiated at the margins?

- \* W. E. B. Du Bois, “The Talented Tenth” (1903), 33-75. [equiv. 20 pp]
- \* Marcus Garvey, “Declaration of the Rights of the Negro Peoples of the World” (1920), in *African American Political Thought*, 208-215. [7 pp]
- \* Marcus Garvey, “Motive of the NAACP Exposed” (1923), in *African American Political Thought*, 224-229. [5 pp]
- \* W. E. B. Du Bois, “A Lunatic or a Traitor” (1924), in *African American Political Thought*, 129-131. [2 pp]

#### **Week 4 (2/13 – 2/15): Building an Empire of Knowledge**

Monday: Who does foundation-funded knowledge of society most benefit?

- \* Frederick Keppel, introduction and “Place of the Foundation in the General Picture of Progress” in *The Foundation* (1930), xix-xxii, 3-15. [15 pp]
- \* Gunnar Myrdal, 1944, Frederick Keppel preface, author’s preface, and introduction in *An American Dilemma* (Transaction Publishers, 1995), lv-lxx, lxxvii-xci. [29 pp]

Wednesday: Who should lead, and who should participate in, public health interventions?

- \* “Establishment of a School of Hygiene and Public Health by the Rockefeller Foundation,” *Science* 43, No. 1121 (1916). [2 pp]
- \* “Scientific Knowledge and Public Health” & “Public Health Education” in *Rockefeller Foundation Annual Report* (1929), Rockefeller Foundation, selections. [28 pp]
- \* Frantz Fanon, “Medicine and Colonialism,” *A Dying Colonialism* (1959), 121-145. [14]

#### **First Paper Thesis & Outline Due**

#### **Week 5 (2/20 – 2/22): Foundations of the American Century**

Monday: Are private foundations and nonprofit institutions uniquely capable of innovation?

- \* Vannevar Bush, *Science: The Endless Frontier* (1945), 1-10, 33-43. [20 pp]
- \* John Gardner, “Private Initiative for the Public Good” and “Educational Innovation,” *Carnegie Corporation Annual Report* (1964), 3-12, 20-30. [19 pp]

Wednesday: What role can or should foundations play in global economic development?

- \* Walt Rostow, *The Stages of Economic Growth* (1960), 4-16. [12 pp]
- \* *Prospect for America: The Rockefeller Panel Reports* (1961), Preface, Introduction, selections from Report III [26 pp]
- \* Andre Gunder Frank, “Development of Underdevelopment,” *Monthly Review* (Sept. 1966), [12 pp]

#### **Week 6 (2/27 – 3/1): Philanthropy, Politics, and the Public Good**

Monday: Is foundation support for the public good ever non-political?

- \* McGeorge Bundy, “1967 Annual Report,” *Ford Foundation* (1968), 1-6, 15-19. [10 pp]
- \* Donald Janson, “Cleveland CORE Project Denounced and Lauded,” *New York Times*, 24 February 1968. [1 p]
- \* M. A. Farber, “Foundation Officials Alarmed by Proposals for Federal Curbs,” *New York Times*, 11 May 1969. [1 p]
- \* Staff of the Joint Committee on Internal Revenue Taxation, “General explanation of the Tax reform act of 1969” (1970), Sections 1, 6, 8. [10 pp]

#### **First Paper Due**

Wednesday: Should private wealth create and sustain networks of political activists?

- \* Lewis F. Powell, Jr., “Attack on American Free Enterprise System,” (1971) [13 pp]
- \* Vanguard Public Foundation, *Robin Hood was Right: A guide to giving your money for social change* (1977), 4-9, 15-21, 36-43. [20 pp]

### **Week 7 (3/6 – 3/8): Rethinking Community in the 1960s & 1990s**

Monday: Should local communities lead, control, or participate in social change?

- \* Tom Levin, “The Child Development Group of Mississippi: A Hot Sector of the Quiet Front in the War on Poverty,” delivered March 1966, *American Journal of Orthopsychiatry* 37, no. 1 (January 1967). [7 pp]
- \* Kwame Ture and Charles Hamilton, “The Search for New Forms,” in *Black Power: The Politics of Liberation* (New York: Random House, 1967), 164-177. [13 pp]
- \* Mario Fantini and Marilyn Gittell, “The Ocean Hill-Brownsville Experiment,” *Phi Delta Kappan* Vol. 50, No. 8 (April 1969). [4 pp]
- \* Daniel Patrick Moynihan, *Maximum Feasible Misunderstanding: Community Action in the War on Poverty* (New York: Free Press, 1969), x-xvi. [6 pp]

Wednesday: Does a vital civil society require private, voluntary associations?

- \* Lester Salamon, “The Rise of the Nonprofit Sector,” *Foreign Affairs* (1994). [14 pp]
- \* Stanley Katz, “Philanthropy and Democracy: Which Comes First?” *Advancing Philanthropy* (1994). [6 pp]
- \* Robert Putnam, *Bowling Alone: The Collapse and Revival of American Community* (2000), 1-14, 116-135. [35 pp]

### **Week 8 (3/13 – 3/15): New Wealth, New Methods of Change**

Monday: When should the tools used in creating wealth be used in giving it away?

- \* Christine W. Letts, William P. Ryan, and Allen S. Grossman, “Virtuous Capital: What Foundations Can Learn from Venture Capitalists,” *Harvard Business Review* 75, no. 2 (March 1997), 36-44. [8 pp]
- \* Michael E. Porter and Mark R. Kramer, “Philanthropy's New Agenda: Creating Value,” *Harvard Business Review* (November-December, 1999). [13 pp]
- \* Matthew Bishop and Michael Green, *Philanthrocapitalism: How Giving Can Save the World* (2010), 1-12. [12 pp]
- \* Kavita Ramdas, Matthew Bishop, Michael Green, “Point-Counterpoint: Philanthrocapitalism,” *Stanford Social Innovation Review* (2011). [2 pp]

Wednesday: Does social entrepreneurship resolve, or reproduce, the problems it identifies in past philanthropic practices?

- \* Roger L Martin and Sally Osberg, “Social Entrepreneurship: The Case for Definition,” *Stanford Social Innovation Review* (2007). [15 pp]
- \* Jacqueline Novogratz, *The Blue Sweater: Bridging the Gap Between Rich and Poor in an Interconnected World* (Rodale, 2010), 264-284. [20 pp]
- \* Sally Osberg, “The Power of Social Entrepreneurs” in *The Real Problem Solvers: Social Entrepreneurs in America*, ed. Ruth A. Shapiro (Stanford University Press, 2013), 69-80. [11 pp]
- \* Marshall Ganz, Tamara Kay & Jason Spicer, “Social Enterprise is Not Social Change,” *Stanford Social Innovation Review* (Spring 2018). [2 pp]

**Op-Ed Paper Due**

*Part II: Debates in Contemporary Philanthropy*

**Spring Break (3/18 – 3/26)**

**Week 9 (3/27 – 3/29): No Class**

**Reflection Assignment Due Friday, March 31**

**Week 10 (4/3 – 4/5): Who Benefits from Elite Philanthropy?**

Monday: Do the potential benefits of philanthropic giving outweigh the potential costs?

- \* Darren Walker, “Toward a New Gospel of Wealth,” *The Ford Foundation* (2015). [5 p]
- \* Elizabeth Kolbert, “Gospels of Giving for the New Gilded Age” *The New Yorker* (August 27, 2018). [10 pp]
- \* Chuck Collins, “The Perils of Billionaire Philanthropy,” *The Nation* (11 September 2019). [6 pp]
- \* Chris Colin, “The Gospel of Wealth According to Marc Benioff,” *Wired* (December 11, 2019). [17 pp]

Wednesday: To what extent can or should elites benefit from engaging in philanthropy?

- \* Anand Giridharadas, *Winners Take All: The Elite Charade of Changing the World* (Knopf, 2018), 3-34, 35-59. [56 pp]
- \* Linsey McGoey, “The People vs. Bill Gates,” *London Review of Books* (2021). [2 pp]

**Final Paper Topic Due**

**Week 11 (4/10 – 4/12): Is Elite-Led Change More Effective or Impactful?**

Monday: Is giving more effectively the best way to give (and live) more ethically?

- \* Peter Singer, “The Logic of Effective Altruism,” *Boston Review* (1 July 2015). [8 pp]
- \* Responses to Effective Altruism, *Boston Review* (1 July 2015). [23 pp]

Wednesday: Should philanthropists prioritize change over the short-term or long-term?

- \* MacKenzie Scott, “116 Organizations Driving Change,” *Medium* (28 July 2020). [3 pp]
- \* Chuck Collins, “MacKenzie Scott’s Bold and Direct Giving Puts Shame to the Billionaire Class and their Perpetual Private Foundations,” *Inequality.org* (15 December 2020). [2 pp]
- \* Ezra Klein and Will MacAskill, “Three Sentences That Could Change the World — and Your Life,” *New York Times* (9 August 2022). [23 pp] [*Podcast*, [here](#).]
- \* Emile Torres, “Against long-termism,” *Aeon* (19 October 2021). [18 pp]

**Week 12 (4/17 – 4/19): Do the Ends Justify the Means?**

Monday: Is profit an essential or inappropriate tool for sparking social change?

- \* Connie Bruck, “Millions for Millions,” *The New Yorker* (30 October 2006). [21 pp]
- \* Bill Gates, “A New Approach to Capitalism in the 21st Century,” *World Economic Forum* (24 January 2008). [11 pp]
- \* “Steve Jobs, World’s Greatest Philanthropist,” *Harvard Business Review* (2011). [5 pp]

- \* Matt Bannick in *The Real Problem Solvers: Social Entrepreneurs in America*, ed. Ruth A. Shapiro (Stanford, CA: Stanford University Press, 2013), 81-89. [8 pp]
- \* Davis Smith, “How Davis Smith founded Cotopaxi and built one of the most recognizable outdoor brands,” *Utah Business* (12 August 2021). [8 pp]
- \* Caroline Mimbs Nyce, “One Store’s Decision to Leave San Francisco Over Crime,” *The Atlantic* (25 October 2022). [7 pp]

Wednesday: Does the source of philanthropic wealth matter?

- \* Allen Frances, “The Sackler family’s drug money disgraces museums around the world,” *The Guardian* (16 February 2018). [4 pp]
- \* Annie Lowrey, “Effective Altruism Committed the Sin It Was Supposed to Correct,” *The Atlantic* (17 November 2022). [5 pp]
- \* Gideon Lewis-Kraus, “Sam Bankman-Fried, Effective Altruism, and the Question of Complicity,” *New Yorker* (1 December 2022). [12 pp]

**Final Paper Partial Draft Due**

### **Week 13 (4/24 – 4/26): The Future of Social Change**

Monday: Should elite foundations be diversified or decentered?

- \* Edgar Villanueva, *Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance* (Berrett-Koehler, 2018), Introduction, pp. 1-12. [12 pp]
- \* Anna Altman, “The Millennials Who Want to Get Rid of Their Class Privilege,” *Washington Post Magazine* (2 March 2020). [8 pp]
- \* Cristina Yoon, “Why Philanthropy Must Center Equity, Trust, and Appetite for Risk to Meet This Moment,” *Skoll Foundation* (29 October 2020). [2 pp]
- \* Ryan Grim, “Elephant in the Room: Meltdowns Have Brought Progressive Advocacy Groups to a Standstill at a Critical Moment in World History,” *The Intercept* (13 June 2022). [20 pp]
- \* Resource Generation, “Class Privilege Quiz,” <https://resourcegeneration.org/start-your-journey/quiz/>.

Wednesday: How should the world be changed?

- \* Rob Reich, *Just Giving: Why Philanthropy is Failing Democracy and How it Can Do Better* (Princeton University Press, 2018), 1-20. [20 pp]
- \* Alicia Garza, *Purpose of Power: How We Come Together When We Fall Apart* (2020), selections.

**Final Essay Due Friday, April 28 at 3:00 PM**