

DURHAM GIVING PROJECT

Spring 2007

Keohane 4B - 402

Tuesdays, 7:00-8:30pm

Student Instructors:

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Faculty Sponsor:

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Additional Sponsorship:

Duke University's Office of Community Affairs

Sam Miglarese, Director of Civic Engagement, sam.migliarese@duke.edu

Description of Course:

The Durham Giving Project is a house course that teaches students about the philosophy of giving and the process of grant making while actively addressing four social justice issues that deeply affect Durham: (1) affordable housing/neighborhood development, (2) at-risk youth, (3) health care, and (4) education. Each week, class readings will cover these issues and community leaders will often offer insight on the topics. Through class and individual fundraising, students will each raise \$250 that will be pooled into a class "Giving Circle" and matched by the Duke-Durham Neighborhood Partnership (NP). The class will then operate as a foundation, making the Giving Circle funds available to non-profit organizations within the NP's twelve neighborhood areas and schools, allowing students to directly invest in Durham.

Course Requirements:

- Class Attendance: Students must attend at least 11 out of our 12 scheduled meetings. We will also hold voluntary out-of-class opportunities for students to further explore the Durham community and visit non-profit agencies and community organizations that work in the four social justice issues addressed within the course.
- Participation: Students must complete required readings and come to class prepared to engage in class discussion, speakers, fundraising efforts, and grant making activities.
- Written Work: All students will be required to submit one 1500-word essay during the course of the semester that will be integrated into class discussion and readings.
- Fundraising Efforts: Each student will be required to raise \$250. This money will be pooled into our class "Giving Circle" along with a matching grant from the Office of Community Affairs. While we realize that fundraising is a time-consuming and difficult endeavor, each student must demonstrate a conscientious effort to raise funds through personal contacts, organizations, and businesses, or through individual or group fundraising activities.

Grading:

Each student will be assigned a grade of PASS or FAIL based on the four course requirements listed above. To receive a passing grade in this course, students must satisfactorily complete all course requirements including written and oral assignments and attendance. Please note that any students who fail to attend at least 11 out of the 12 class session cannot be given a passing grade in the course.

Essay:

All students are required to complete a 1500-word essay. This essay must be typed, double-spaced in 12-point font (approximately 5 pages). We expect that your essay will be clearly written, use proper citation, and include at least five academic references.

Essay Prompt: Choose **ONE** of the four social justice topics (Health Care, Affordable Housing, At-Risk Youth or Education) and research the impact of that challenge in North Carolina and, specifically, in the Durham community. Then select **TWO** non-profits, agencies, or university-sponsored organizations that work within that field. In a 5-page essay, critically examine how that issue affects the Durham community and analyze how these organizations address this issue. Your essay should incorporate our assigned readings, but should also reflect your own serious academic research.

As we discuss each issue as a class, the course instructors will assign some of your essays as reading for your classmates to become familiar with local organizations in each of our four social justice areas.

Reading:

The vast majority of your reading will be available through E-Reserves on the course's Blackboard website. However, some of your readings including some news articles and student essays will be available directly on Blackboard (under Assignments).

1. Introduction to the Durham Giving Project: Giving Circles, Neighborhood Partnership & Fundraising

January 23: We will introduce the course content and requirements as well as discuss the history of the Durham Giving Project and the Neighborhood Partnership. Weekly Reading: 53 pgs.

- Speaker: Sam Miglarese, Director of Civic Engagement (Duke's Office of Community Affairs)
- Advisor: Professor Jennifer Ahern-Dodson

E-Reserve Readings:

- Robert Bremner, *Giving: Charity and Philanthropy in History*. New Brunswick: Transaction, 1994.
Introduction (xi-xiii) and Chapter 1: Classical Attitudes Toward Giving and Begging (1-10) [13]
Chapter 14: Modern Philanthropy and Organized Charity (159-167) [9]
- "Making a Difference: The Strategic Plan for Duke University."
Mission & Executive Summary [7]
Chapter 6: Durham, Regional and Global Strategies (61-66) [6]
- Zoltan J. Acs and Ronnie J Phillips. "Entrepreneurship and philanthropy in American capitalism." *Small Business Economics* 19(3) (Nov 2002), 189-203 [16]

Blackboard Readings:

- *Duke News*, "For Some Classes, Durham is the Classroom." [2]
- *Duke News*, "Philanthropists in the Classroom." [2]

2. Durham: Overview of History and Social Justice Issues

January 30: We will discuss the history of the Durham community as well as introduce the four social justice topics addressed by our course and grantees. We will also reflect on the importance of this historical legacy in

understanding contemporary Durham. Weekly Reading: 52 pgs. & Audio

- Advisor: Professor Jennifer Ahern-Dodson

E-Reserve Readings:

- Holly Franklin, et al. "Durham County, North Carolina: A Community Diagnosis including Secondary Data Analysis and Qualitative Data Collection." UNC-Chapel Hill Public School of Health

Executive Summary [3]

"Geography and History" & "Demographic, Educational, and Economic Characteristics" [11]

Discussion & Recommendations [6]

- Jeff Stern. "Durham: The Making of an Image." *The Independent Weekly*, May 24, 2006. [26]

Blackboard Readings:

-*Duke News*, "Civil Rights Tour" (Audio)

- *North Carolina Travels*, "History of Durham." [6]

3. The Process of Giving: Reflections on Philanthropy, Charity, Giving Circles, and Social Change

February 6: We will compare and contrast organized philanthropy, foundations, personal charity, and giving circles. We will reflect on how these concepts relate (or do not relate) to notions of social change and social justice. The class will begin planning group or individual fundraising events. Weekly Reading: 52 pgs.

E-Reserve Readings:

- Angela M. Eikenberry. "Giving Circles and the Democratization of Philanthropy." *Center for Public Administration and Policy*. (1-23) [23]

- Eleanor Brown. "Making Philanthropy Work: Social Capital and Human Capital as Predictors of Household Giving." *Claremont Colleges, Department of Economics* (Dec. 2001), 1-24. [24]

Blackboard Readings:

- *The Chronicle*, "Annual Fund Letter Falls Short." [1]

- *The Chronicle*. "Building Communities for Change." [2]

- *The Herald Sun*, "Analysis says Duke's annual economic impact on Durham amounts to \$3.2 billion." [2]

House Course Essays Due

4. Evaluating "At-Risk" Youth

February 13: We will begin our overview of the course's four topics with a discussion about "at-risk" youth and programs targeting them. This will include a discussion about the meaning of "at-risk," the compounding factors of race, socio-economic status, and locality. We will specifically discuss the presence of gangs in the Durham community and its relation to "at-risk" youth. Weekly Readings: 61 pgs.

E-Reserve Readings:

- Rosemary C. Henze. "'Little Sisters': An Exploration of Agency, Cultural Borderlands, and Institutional Constraints in the Lives Of Two Teenage Girls." *Social Justice*.32(3) (2005, 41-55. [15]

- James Garbarino. "Lost Boys." *Forum for Applied Research and Public Policy*. 14(4), 74-79. [5]

- Richard Hayes. "Gangs in North Carolina - A Comparative Analysis Between 1999 and 2004." [8]

- Peter Kelly. "The dangerousness of youth-at-risk: the possibilities of surveillance and intervention in uncertain times." *Journal of Adolescence* 23 (2000), 463-476. [14]

Blackboard Readings:

- *U.S. News*, "Terror on the Streets." [3]

- Selected articles from *The Herald Sun's* "Mean Streets" series on Gangs in Durham. [16]

5. Affordable Housing Needs, Neighborhood Development, and Policy

February 20: We will introduce how housing/neighborhoods impact impoverished people and outline the many Durham organizations working to improve affordable housing options. Weekly Readings: 70 pgs.

E-Reserve Readings:

- "Affordable Housing Needs." U.S. Department of Housing and Urban Development. 1-23. [23]

- Von Hoffman, Alexander. "High Ambitions: The Past and Future of American Low-Income Housing Policy." *Housing Policy Debate* 7(3), 423-446, [24]

- Christopher Walker. "Smart Strategies for Community Development in the 21st Century." Urban Institute. 1-23. [23]

Blackboard Readings:

- Selected articles from *The Herald Sun* and *Duke News*

6. Education: Needs and Equity in Durham Public Schools

February 2: Our discussion of education will focus specifically on the Durham Public Schools and equity. We will discuss equity as it played out in both the merger between county and city schools and later plans for closing the achievement gap. Weekly Readings: 67 pgs.

E-Reserve Readings:

- Closing the Achievement Gap: A Call for Community Action, March 2002.” Durham Public Education Network. 1-39. [39]
- “A Nation Still At Risk.” The Center for Education Reform: Making Schools Work Better For All Children. www.edreform.com. April 1998. [13]

Blackboard Readings:

- *The Herald Sun*, “A Lesson in Change” [7]
- *The Herald Sun*, “School merger backers: We did the right thing” [8]

7. Health Care and Health Insurance

March 6: We will discuss the inequities in health care and insurance coverage in the U.S., with an emphasis on the work being done in the Durham community to combat these inequalities. Weekly Readings: 70 pgs.

E-Reserves Readings:

- Institute of Medicine. *Coverage Matters: Insurance and Health Care*. Washington, DC: National Academy Press, 2001
Executive Summary. 1-16. [16]
Chapter 1: “Why Health Insurance Matters.” 19-33. [14]
Chapter 3: “Who Goes Without Health Insurance?” 59-99. [40]

Blackboard Readings:

- Selected Articles from Duke University Health System’s *Partners in Care*

Contributions to Giving Circle Due

8. Duke in Durham & the Role of Students in the Town-Gown Relationship

March 20: We will discuss the Duke-Durham relationship, the foundation and growth of the Duke-Durham Neighborhood Partnership, and the role of students in this relationship. We will specifically look at Duke’s new strategic planning and how Duke should best embrace its civic mission. Weekly Readings: 56 pgs.

E-Reserve Readings:

- “Making a Difference: The Strategic Plan for Duke University.”
Chapter 2: “Duke’s Enduring Themes,” 15-22 [8]
Chapter 4: Goal 2, 33-38 & Goal 4, 41-46. [12]
- Harry Boyte and Elizabeth Hollander, “Wingspread Declaration on Renewing the Civic Mission of the American Research University.” *Campus Compact* (June 1999), 6-14. [9]
- Sam Marullo and Bob Edwards. “From Charity to Justice: The Potential of University-Community Collaboration for Social Change.” *American Behavioral Scientist* (Feb. 2000), 895-912. [18]
- Stephanie Raill et al. “How Campuses Can Create Engaged Citizens: The Student View.” *Journal of College and Character* 7(1) (Jan. 2006), 1-7. [7]

Blackboard Readings:

- *The Chronicle*, “Duke Students Need Not Apply.” [2]
- Selected articles from *The Herald Sun*.

9. Philanthropy and the Grant-making Process

March 27: We will generally discuss the history of philanthropy and explore the grant-making and decision-making process found in foundations and giving circles. We will determine our giving circle’s criteria for evaluating our grant applications. Weekly Readings: 51 pgs. & Assigned Grants

E-Reserve Readings:

- L.J. Friedman & M.D. McGarvie. *Charity, Philanthropy, and Civility in American History*.” Cambridge: Cambridge Press, 2002.
Part One, 23-70 [47]
- “Donor Circles: Launching and Leveraging Shared Giving.”
“New Definitions, New Model, New Insights for Best Practices,” 14-15 [2]
“Guide to Decision Making,” 34-35 [2]

Readings from Assigned Grant Applications

10. Giving Circles and a Personal Approach to Philanthropy: Meeting Grant Applications

April 3: We will spend this class period meeting our grant applicants. Students will be directly engaged in the grant-making process and will be responsible for preparing questions for specific applicants. We will base our final decisions on the written application and these interviews. Weekly Reading: 57 pgs. & Assigned Grants E-Reserve Reading:

- "Giving Together: A National Scan of Giving Circles and Shared Giving." *New Ventures in Philanthropy*, 3-60. [57]

Readings from Assigned Grant Applications

11. Foundations, Public Policy and Selecting Grants

April 10: We will discuss how foundations and philanthropists affect policy decisions and how our own giving circle's decisions affect the nature and purpose of the programs who have applied for grants. We will then decide on how to allocate our giving circle funds. Weekly Reading: 64 pgs.

E-Reserve Readings:

- E.C. Lagemann. *The Politics of Knowledge: The Carnegie Corporation, Philanthropy and Public Policy.* Chicago: The University of Chicago Press, 2002.
Introduction and Chapter 1, 3-28 [25]
Chapter 5, 95-122 [27]
- C.S. Weissert & JH Knott. "Foundations' impact on policy making: results from a pilot study." *Health Affairs* 14(4) (1995), 275-286. [12]

12. Defining Social Justice and Reflections on Giving

April 17: We will spend our final class period finalizing our grant-making and reflecting on both charity and social justice. We will specifically discuss how students can build upon their experience in the Durham Giving Project to engage the Durham community and promote social change. Weekly Readings: 62 pgs.

- Advisor: Jennifer Ahern-Dodson

E-Reserve Reading:

- Michael Reisch. "Defining social justice in a socially unjust world." *Families in Society* 83(4) (Jul/Aug 2002), 343-355. [12]
- A. Radley & M. Kennedy. "Reflections upon Charitable Giving: A Comparison of individuals of business, manual, and professional backgrounds." *Journal of Community & Applied Social Psychology* 2(2) (1992), 113-129 [18]
- Robert Putnam. *Bowling Alone: The Collapse and Revival of American Community.* New York: Simon & Schuster, 2000.
Chapter 1: Thinking about Social Change in America, 15-30. [15]
Chapter 7: Altruism, Volunteerism and Philanthropy, 116-133. [17]