

GLOBAL PHILANTHROPY: RIGHTS AND EQUITY

B 8573 SPRING 2021 B TERM

BIDDING SYLLABUS

Instructor: Melissa A. Berman, Ph.D.; President & CEO, Rockefeller Philanthropy Advisors
Office Phone: 212-812-4327
E-mail: mberman@rockpa.org
Office Hours: By appointment

COURSE DESCRIPTION

The events of 2020 brought the issues of rights and equity into sharp relief. Whether the challenge is the impact of climate change, racial injustice, a global pandemic, lack of political representation, or limited access to financial systems, systemic inequities lie at the root of the world's problems.

The resources dedicated to philanthropy, social enterprise and impact investing are growing globally in size, potential, and expectations – but with this growth has come a set of important challenges as well as opportunities that this course will explore:

- What models and tools work best to make funding decisions?
- What does it mean to take a rights or equity based approach to philanthropy?
- How can progress in tackling complex challenges be defined and measured?
- How can philanthropy achieve scale, sustainability, and systems change?
- What is the best path for philanthropy in developing/emerging markets?
- What gives private philanthropy its "license to operate" and how should it be held accountable?

Using research, case studies and expert guest speakers, this class examines how global philanthropy can best create sustainable, scalable solutions focused on rights and equity to complex "wicked" challenges like education, livelihoods, climate change, and public health. Students will debate various approaches and models for grantmaking, crowdsourcing, impact investing, and social enterprise as funding solutions for complex challenges around the world.

Student teams will each choose and evaluate three philanthropic initiatives in the field of rights based on criteria reviewed in class and pitch one of them during the class's final session. Funding requests are underway for a grant that would go to the highest scoring initiative based on student votes.

GOALS

This class aims to give CBS students the tools they need to assess opportunities and solutions to become thoughtful, effective change agents, whether as donors, investors or social entrepreneurs.

Specifically, students will learn to:

1. Analyze complex challenges in the developing world;
2. Evaluate the effectiveness of current programs to address these challenges;
3. Develop strategic options;
4. Create a plan for funding and assessing results

READINGS

Core readings and links for this class will all be posted on Canvas. The 2020 readings are shown below in each session description; some will be updated for the 2021 class.

In addition, links and other resources for team assignments will be posted on Canvas

COURSE ROADMAP/SCHEDULE

Session	Topics	Required Pre-Readings	Assignments Due
I	Introduction Trends and key challenges in global philanthropy	See details below	Read syllabus Complete online survey
II	Frameworks and Legitimacy	See details below	
III	Scale, Systems, Sustainability Issue Spotlight: Rights	See details below	Individual assignment due
IV	Making Change: Tools and Innovation Issue Spotlight: chosen by student poll	See details below	
V	Assessing Results and Impact Issue Spotlight: Poverty Reduction	See details below	Reading quiz
VI	Team Presentations and voting	See details below	Team presentation and report

REQUIRED PREREQUISITES AND CONNECTION TO THE CORE

There are no prerequisites for this course. The concepts in this course will use, build on and extend concepts covered in the following core courses:

Core Course	Connection with Core
Finance	<ol style="list-style-type: none"> 1. Understanding philanthropic vehicles 2. How nonprofit results are measured 3. The nonprofit capital market
Strategy Formulation	<ol style="list-style-type: none"> 1. Understanding root causes 2. Comparing and selecting strategic approaches
Global Economic Environment	<ol style="list-style-type: none"> 1. Comparative advantages of the business, public and philanthropic sectors 2. Achieving systems change in the global environment

ASSIGNMENT, QUIZZES, AND CLASS SESSIONS

There is one team assignment and one individual assignment. For the team assignment, students will be assigned to teams in a specific area of rights based on a class poll. Each team will evaluate 3 projects in its issue area, drawn from a list developed by the instructor. Teams will research the issue and funding landscape, including promising approaches to the challenge. After evaluating the strengths and weaknesses of the 3 programs, each team will recommend one of the organizations. The full class will vote on which team's project has the highest potential. Final team reports will be due in PowerPoint format at the final class session.

For the individual assignment, each student will write a 3 -5 page paper comparing two points on view on effective, legitimate philanthropy.

There will be one quiz based on assigned readings. In-class participation will include discussions and debates based on case studies and readings. Discussion questions for readings will be posted in advance of class, and students will be expected be prepared to respond to these questions when called on. For panel discussions, speaker backgrounds and potential areas for student questions will also be posted in advance.

The score for the **quiz** is worth **20%** of the final grade; class **participation** counts for **20%** of the final grade; the individual assignment is worth **20%** of the final grade; the final **team assignment** is worth **40%** of the final grade.

The class meets weekly for six sessions of 3 hours each, with one 15-minute break.

METHOD OF EVALUATION

<i>Type</i>	<i>Designation</i>	<i>Discussion of concepts</i>	<i>Preparation of submission</i>	<i>Grade</i>
A	group / group	Permitted with designated group*	By the group	Same grade for each member of the group
B	group / individual	Permitted	Individually (No sharing of any portion of the submission)	Individual
C	individual / individual	None of any kind	Individually	Individual
D	(An optional category to be defined in detail by the faculty member)			

Reading quiz (type C)	20%
Team project (type A)	40%
Individual assignment (type C)	20%
Active class participation (type C)	20%

CORE CULTURE EXPECTATIONS

This course is grounded in the values, policies and practices of the Business School's Core Culture, which entails all students being:

- 1. Present:**
 - a. Students are expected to be on time and present for the entire class session.
 - b. Attendance is tracked (including presence for the duration of the session).
- 2. Prepared:**
 - a. Students will complete pre-work assigned before class.
 - b. Students will be ready for class participation, including cold calling.
 - c. Students will bring nameplates
- 3. Participating:**
 - a. Constructive participation is expected and will be part of the course grade.
 - b. NO electronic devices permitted except when requested by instructor for educational purposes.

INCLUSION, ACCOMMODATIONS, AND SUPPORT FOR STUDENTS

At Columbia Business School, we believe that diversity strengthens any community or business model and brings it greater success. Columbia Business School is committed to providing all students with the equal opportunity to thrive in the classroom by providing a learning, living, and working environment free from discrimination, harassment, and bias on the basis of gender, sexual orientation, race, ethnicity, socioeconomic status, or ability.

Columbia Business School will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Columbia University's Office of Disability Services for information about registration. Students seeking accommodation in the classroom may obtain information on the services offered by Columbia University's Office of Disability Services online at www.health.columbia.edu/docs/services/ods/index.html or by contacting (212) 854-2388.

Columbia Business School is committed to maintaining a safe environment for students, staff and faculty. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to a Title IX Coordinator. They will treat this information as private, but will need to follow up with you and possibly look into the matter. Counseling and Psychological Services, the Office of the University Chaplain, and the Ombuds Office for Gender-Based Misconduct are confidential resources available for students, staff and faculty. "Gender-based misconduct" includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>.

GLOBAL PHILANTHROPY SYLLABUS

Session 1: Introduction/Overview

1st half: This session reviews the purpose, goals, sessions, readings, and assignments for this course. In addition, there is an overview of key trends and concepts in global philanthropy, including student dialogue about the role of philanthropy and types of challenges it can address based on current examples. The framework of the UN's Sustainable Development Goals and the MacArthur Foundation's 100 & Change competition will also be introduced.

2nd half: *Panel Discussion on Global Philanthropy's Role: Global Challenges*

Panel members from leading foundations will discuss with one another and with students some of the most critical issues facing global philanthropy, including which problems it realistically can and can't solve; how funders identify "solutions," what philanthropy's "license to operate" is or should be; and how it is evolving.

2020 Panelists: ***Cecilia Conrad, Managing Director, MacArthur Foundation; CEO, Lever for Change
Stephen Heintz, President, Rockefeller Brothers Fund
Marilyn Simons, President, Simons Foundation***

Readings:

M. Berman, "The Global Culture of Giving," International Family Offices Journal, Global Law and Business, September 2016, pp. 55-57.

Review website <https://www.macfound.org/programs/100change/>

Optional: H. Rittel and M. Webber, "Dilemmas in a General Theory of Planning," Policy Sciences 4 (1973), 155-169

Session 2: What Does Philanthropy Do? Is it Legitimate?

1st half: Overview of leading strategies, frameworks and models in philanthropy with examples for discussion and debate. Introduction to key data sources for assignments, along with student poll on issues and review of the assignment process and outline. Q & A about assignments.

2nd half: As elite institutions and individuals are increasingly challenged, criticism of private philanthropy (from both the right and the left) is on the rise. Based on recent publications and examples, the class will discuss and debate questions about the social compact, legitimacy and accountability in philanthropy.

- Readings:**
- P. Singer, The Most Good You Can Do, Yale Univ., 2015, pp. 117-127
 - A. Giridharadas, Winners Take All, Knopf, 2018, pp. 227-235
 - M. Bishop and M. Green, Philanthrocapitalism, Bloomsbury Press, 2009, pp. 1-12
-

Session 3: *Scale, Systems, and Sustainability - Issue Spotlight: Rights*

1st half: This session presents key issues for philanthropy in global development, including scale, systems and sustainability. Spotlight on human rights issues, with discussion of cases.

2nd half: Panel discussion: Philanthropy at Work – New Tools and Approaches

2020 Panelists:

- **Allison Jaffin, COO, Bloomberg Philanthropies**
- **Paul Niehaus, Co-Founder and Board Chair, Give Directly**
- **Roy Swan, Head of Mission Investments, Ford Foundation**

Readings: C. Seelos and J. Mair, “Mastering System Change,” Stanford Social Innovation Review, Fall 2018, pp.35-41

Jameel Poverty Action Lab, MIT, “Improving women’s representation in politics through gender quotas,” Policy Insights, 2018

Individual assignment due

Session 4: *How Does Philanthropy Make Change?*

1st half: An overview of techniques, tools and innovations in funding for global philanthropy, including time-limited giving, impact investing, direct giving, capital aggregation, prizes, crowdfunding and advocacy, using examples from the sources including the MacArthur Foundation’s 100&Change competition for discussion and debate.

2nd half: Analysis by student teams of the global initiatives they're evaluating.

Readings: S. Wolf Ditkoff and A. Grindle, “Audacious Philanthropy,” Harvard Business Review, Sept.- Oct. 2017, pp. 110-118

P. Boone and S. Johnson, "Breaking out of the Pocket," in J. Cohen and W. Easterly, eds., What Works in Development, Brookings Institution Press, 2009, pp. 59-61, 64-72.

Session 5: *Philanthropy' Results – Issue Spotlight: Poverty Reduction*

1st half: This session introduces methods – and dilemmas – about assessing results in philanthropy, and introduces tools available. These principles, with examples, will be applied to a discussion about how philanthropy can get and keep people out of the poverty trap

2nd half: Panel discussion

2020 Panelists:

- Chris Oechsli, CEO, *Atlantic Philanthropies*
- Earl Lewis, Professor and Director, Center for Social Solutions, *Univ. of Michigan*
- Lata Reddy, SVP, Diversity, Inclusion & Impact, *Prudential Financial*; Chair, *Prudential Foundation*
- Ray Madoff, Professor and Director, Forum on Philanthropy and the Public Good, *Boston College Law School*

Readings:

Innovations for Poverty Action, "Benchmarking a WASH and Nutrition Program to Cash in Rwanda," IPA Study Summary, 2018

CGAP/World Bank, "Graduation Pathways: Increasing Income and Resilience for the Extreme Poor," CGAP Brief, 2016

Reading quiz

Session 6: *Pitch Session*

Teams pitch their recommended projects. Class votes on project to receive \$100,000 grant. Guest experts will ask questions of teams.

Final team presentations due

INSTRUCTOR BIO

Melissa A. Berman is the founding President and CEO of Rockefeller Philanthropy Advisors, Inc., an innovative nonprofit philanthropy service launched by the Rockefeller family in 2002. Rockefeller Philanthropy Advisors' mission is to help donors create thoughtful, effective philanthropy throughout the world. RPA develops strategic plans, conducts research, manages foundations and trusts, structures major gifts, coordinates donor collaboratives, and provides regranteeing and fiscal sponsorship services. Rockefeller Philanthropy Advisors annually manages or facilitates about \$350 million in giving to more than 25 countries. It has offices in New York, San Francisco, Chicago, Lagos and London.

Ms. Berman has led Rockefeller Philanthropy Advisors since its inception, building it into one of the world's leading philanthropic advisory, grantmaking, research and project management services. Under her leadership, RPA developed and published the "Philanthropy Roadmap" series of donor guides with support from the Gates Foundation. She developed and leads RPA's research initiative, "The Theory of the Foundation," and is the author of three reports in that initiative.

A frequent speaker, Ms. Berman has been a guest lecturer at universities across the U.S., Europe and Asia including Harvard, Yale, Stanford, Duke, IMD, Sciences Po, Oxford, Sun-Yat Sen, and Beijing Normal universities. As a widely-recognized expert in philanthropy, Ms. Berman has been profiled in the New York Times, Financial Times and the Stanford Social Innovation Review. Her ideas and views are featured in the Economist, Wall Street Journal, New York Times, Financial Times, and the Chronicle of Philanthropy. She has been interviewed on the Today Show, NBC Nightly News, NPR, BBC Radio, CNBC-TV, and Bloomberg TV.

Previously, she served as Senior Vice President, Research and Program Development at The Conference Board, a global nonprofit, independent business research organization. She oversaw all research and publications on management practices, including global corporate citizenship, governance, human resources, finance, and performance management.

Ms. Berman is a director of Rockefeller Philanthropy Advisors and Candid (the combined Foundation Center and Guidestar), and an Advisory Council member of the Marshall Institute for Philanthropy and Social Entrepreneurship at the London School of Economics. She is an adjunct Professor at Columbia University's Business School, where she also serves on the Advisory Board for the Tamer Center for Social Enterprise.

Ms. Berman holds a B.A. from Harvard University and a Ph.D. from Stanford University.