

**ART OF SOCIAL CHANGE:
CHILD WELFARE, EDUCATION & JUVENILE JUSTICE**

**Professor Elizabeth Bartholet
Lecturer on Law Jessica Budnitz**

Fall 2013

Course Information, Syllabus and Schedule, Assignment Specifics

COURSE INFORMATION

Course Materials

Bartholet, *NOBODY'S CHILDREN: Abuse and Neglect, Foster Drift, and the Adoption Alternative* (Beacon Press 1999) [hereafter *Nobody's Children*] will serve as the course text together with additional course materials in weekly assignment packets which will be available prior to each class through the Copy Center, located in the basement of the Wasserstein Building (WCC), as well as through the course iSite. Before each class, students should also read the relevant speaker biographies, which are posted on the CAP website (<http://www.law.harvard.edu/programs/about/cap/art-of-change/index.html>) and included in the assignment packets. Further details will be provided at our first class and by email throughout the semester.

Administrative Details

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Course iSite

To access the course iSite, log into MyHLS (<http://myhls.law.harvard.edu>). Choose "login" in the upper left-hand corner and enter your HUID and PIN. Go to the "My Courses" box and click on Art of Social Change: Child Welfare, Education, & Juvenile Justice. If you have questions, need training, or cannot access the course iSite, please **contact the ITS Student Helpdesk** (617-495-9576), located in the basement of WCC.

Cross-registrants: If a prospective cross-registrant is admitted into the course, the HLS Registrar's Office will send that student an email notification. Then, in roughly 3-5 days, the HLS ITS Office will give that student access to the course iSite. For further information about cross-registration procedures, visit: <http://www.law.harvard.edu/programs/about/cap/cap->

[courses/crossregistrants.13.html](http://www.law.harvard.edu/academics/registrar/policies-forms/index.html)

Auditors: Prospective auditors should drop off their completed Request to Audit Form to the HLS Registrar's Office (1585 Massachusetts Avenue, WCC, Suite 4007). After the Registrar's Office processes all enrolled students (during the second week of the course), if there is space, auditors will be admitted. Admitted auditors will then automatically gain access to the course iSite. To download and print the Request to Audit Form, visit:

<http://www.law.harvard.edu/academics/registrar/policies-forms/index.html>

Course Requirements

Course requirements consist of brief questions and reaction papers related to the readings and class presentations, turned in weekly. **See pp. 15-18 for important section on Assignment Specifics which tells you nature of these writing requirements, how and when to submit, and related information on grading.**

The course meets weekly for 2 hour sessions during the Fall term. Practitioners, activists, and community members who are working on issues related to the session topics are invited to join the class and may participate in class discussion. Following each class, all are invited to a brief reception where students have the opportunity to talk informally with the speakers and invited guests. Additionally, students are allowed to sign up for one post-reception dinner during the semester providing an additional opportunity to interact with the speakers, guests, and CAP faculty.¹ Instructions for signing up for dinners will be emailed to all students at the beginning of the term. **No laptops are allowed in class.**

Communication

Throughout the semester, CAP will send you important information about the course, including when the upcoming week's Assignment Packet is available, via email. In addition to receiving those emails in your inbox, you can find them in the "For Students" folder and "View Course Emails" section of the course iSite. **All students who ADD the course after the first class should review the messages in the "Emailbag."**

To meet with Elizabeth Bartholet or Jessica Budnitz, email each directly as each keeps her own calendar.

¹ Depending on course enrollment, not all students may be able to attend a dinner. Dinners will be filled on a first-come, first-served basis.

SYLLABUS AND SCHEDULE

Class 1 (Sept. 12): Course Overview

Reading:

- Course Information, Syllabus, and Schedule for Fall Classes
- *Nobody's Children*, pp. 1-29, 33-55

Speakers:

- **Elizabeth Bartholet**, Prof. of Law and Faculty Director, Child Advocacy Program, Harvard Law School
- **Jessica Budnitz**, Lecturer on Law and Managing Director, Child Advocacy Program, Harvard Law School

Attendance is **essential** for all enrolled in or interested in adding the course.

Class 2 (Sept. 19): Treating Youth Violence as a Disease: *Sweetest Land* Rough-Cut Film Screening

Reading:

- Assignment Packet #2

Guest Speakers:

- **Catherine Fine**, MPH, Director, Division of Violence Prevention, Boston Health Commission
- **Thea James**, Director, Boston Medical Center site of the Massachusetts Violence Intervention Advocacy Program and Associate Professor, Emergency Medicine, Boston University School of Medicine
- **Jeffrey B. Teitler**, Director, Envisions Films and Associate Professor, Central Connecticut State University
- **Lisa H. Thureau**, Founder and Executive Director, Strategies for Youth

Homicide is the second leading cause of death for young people 15 to 24 years old. Youth homicides and assault-related injuries result in an estimated \$16 billion in medical and work lost costs.

Filmmaker Jeffrey Teitler gained unprecedented access to the emergency room of an inner-city hospital in Hartford, Connecticut, chronicling the ordeal young gunshot victims face from the first moments of their injuries through their recoveries and sadly even one death. We will screen an excerpt of Teitler's documentary, *Sweetest Land*, which is not yet publicly released. Teitler's film exposes the lack of effective violence prevention and intervention programs, as well as coordination among key stakeholders, in Hartford. Since the film is still in production, this screening will provide Teitler the chance to gauge audience reaction, learn from the insights of our students and expert panelists, and incorporate important ideas into the film's final cut.

Although the causes are deeply-rooted and complex, youth violence is not inevitable. Our expert panelists will react to Teitler’s film and offer ideas about effective solutions.

For decades, Dr. Thea James has worked in the emergency room of Boston’s city hospital, the busiest in New England, responsible for treating 70 percent of the city’s cases involving victims of serious violence. At alarmingly high rates, young victims of violence admitted into the hospital return later, with nearly 40 percent returning for violence-related injuries and over 20 percent returning as homicide victims. James’s goal is to break that cycle. She directs an intervention program attempting to seize a unique moment of opportunity, connecting with youth and providing resources while they are patients in the hospital. James’s program is being replicated in other hospitals in Massachusetts.

Catherine Fine will broaden the discussion, explaining the public health approach to curbing youth violence, highlighting proven, evidence-based prevention strategies. She will explain the Boston Health Commission’s community mobilization work in 5 Boston micro-neighborhoods with high rates of violence.

Finally, juvenile justice expert Lisa Thureau – who founded an organization to improve police-youth interactions here in Boston and in cities across the country – will offer her reactions to the film and her perspective on youth violence prevention.

Class 3 (Sept 26): Kids for Cash, One of the Worst Judicial Scandals in American History: Efforts to Uncover the Truth, Provide Relief for Victims, & Prevent Future Failures

Reading:

- Assignment Packet #3

Guest Speakers:

- **Marsha Levick**, Co-Founder, Deputy Director and Chief Counsel, Juvenile Law Center
- **R. Daniel Okonkwo**, Executive Director, DC Lawyers for Youth

In one of the worst judicial scandals in American history, two corrupt judges received nearly \$2.8 million for their role in what has been labeled the “Kids for Cash” kickback scheme. This scandal is not from America’s ancient past – thousands of children who appeared in the juvenile court in Luzerne County, Pennsylvania, from 2003-2008 were victims.

Under the leadership of seasoned litigator Marsha Levick, the Juvenile Law Center (JLC) uncovered the truth. Our modern-day juvenile justice system is based on fundamental principles including that juveniles charged with delinquency offenses are entitled to zealous advocacy and a fair hearing, and that children should only be incarcerated as a last resort. The Luzerne youth, many of whom had no prior record, regularly appeared in court without a lawyer; were routinely shackled; were adjudicated delinquent after a hearing lasting only a few moments; were given harsh penalties – often incarceration – for minor, non-violent offenses (like joyriding in a parent’s car, trespassing on a vacant lot, stealing a sandwich). All the while, Judges Mark Ciavarella, Jr. and Michael Conahan were profiting, receiving huge kickbacks from the private, for-profit detention facilities holding these children.

How could this have possibly happened? Two judges acting alone could not have perpetrated such a widespread miscarriage of justice. The entire court system and beyond – including the school systems which sent the youth to the court for minor infractions in the first place – participated and/or engaged in a conspiracy of silence.

Levick will describe JLC’s investigation from the earliest complaints they received from children and their families to the creative lawyering strategies they employed to expose what was happening inside the closed courtroom. Levick will discuss JLC’s decision to file a class action lawsuit on behalf of the victims (which resulted in a \$17.75 million settlement), noting the advantages but also limitations of such lawsuits as an avenue for reform.

The Luzerne scandal happened in a state recognized as having favorable juvenile justice laws and a good juvenile justice system, a state where JLC – the preeminent and oldest organization focused on child rights in America – is located. What does this mean for the rest of the country? Levick will discuss whether the system in Luzerne was a gross aberration or merely one of many systems where violations of child rights run rampant. She will explain how JLC is using the Luzerne County scandal to spotlight juvenile justice abuses more generally and spark legislative and policy reform in Pennsylvania and beyond.

One of the major breakdowns in Luzerne was the lack of high quality representation for the juvenile defendants. Lack of access to effective counsel is not unique to Luzerne; it is well-documented that juvenile defense attorneys in jurisdictions across the country have staggeringly high caseloads, are compensated poorly, and receive little appropriate training. Daniel Okonkwo’s DC Lawyers for Youth in Washington D.C. is working to ensure children have the zealous advocates they are entitled to under the law. He will describe how and why he and his law school classmates founded DCLY, the goals of the organization, and the challenges they face fighting for their unpopular young clients.

Class 4 (Oct. 3): Use & Misuse of Social Science Evidence in Child Welfare

Reading:

- Assignment Packet #4

Guest Speakers:

- **Brett Drake**, Professor, Brown School of Social Work, Washington University in St. Louis

Response Panelist:

- **Andrew L. Cohen**, Director of Appellate Panel, Children and Family Law Division, Committee for Public Counsel Services

The proper role of law and policy around child maltreatment evokes strong emotions. When and how should the state intervene into the private lives of children and families? Is the state intervening too often and too aggressively, needlessly stripping children away from their birth families and cultural heritage, placing them into inadequate foster homes? Or, instead, is the

state's role miserably weak, allowing children to suffer indelible harm at the hands of birth parents and other kin who are incapable of providing the basic parenting they need?

Underlying the policy debate is a debate about the basic facts on the nature and extent of child maltreatment. Former front-line child protection worker turned social science researcher Professor Brett Drake will give brief background on child welfare in America: outlining the history of child abuse reporting, providing a picture of what the majority of child abuse and neglect cases actually look like based on the best evidence, and raising broad questions about the proper role of the child protection system. Drake will focus his remarks on the role of science, discussing how he thinks data has been used and misused in child welfare policy, particularly in the most controversial arenas of race and poverty. Drake will address the provocative question: Are black and white children abused and neglected at the same rates? Or, as Drake will argue, does the evidence clearly indicate that black children are maltreated at significantly higher rates than whites?

Andrew Cohen directs the Appellate Panel of the Children and Family Law Division (CAFL), the agency charged with providing legal services to indigent parents and children in abuse and neglect cases. Among other roles, CAFL attorneys zealously defend clients whose parental rights are in jeopardy, parents at risk of losing custody of their children. Cohen will respond to Drake's remarks, explaining his view of the "facts" and related child welfare policy. He will further describe how his understanding of the facts informs his work and priorities at CAFL, including how CAFL trains its attorneys, selects cases to appeal, and makes determinations about which amicus briefs to file.

Class 5 (Oct. 10): Substance Abuse & Child Maltreatment: The Family Drug Court Model

Reading:

- Assignment Packet #5
- *Nobody's Children*, pp. 67-81, 207-32

Guest Speakers:

- **Jeri B. Cohen**, Circuit Judge, Juvenile Division, 11th Judicial Circuit, Miami, FL
- **James Dwyer**, Arthur B. Hanson Professor of Law, William & Mary Law School

Response Panelist:

- **Ivana Culic**, MD, Interim Medical Director, Special Care Nursery, Beverly Hospital; Attending Neonatologist, Children's Hospital Boston; Instructor in Pediatrics, Harvard Medical School

Any genuine effort to reform the child welfare system must address parental substance abuse. Between 70-90% of parents responsible for child abuse and neglect have a serious substance abuse problem, involving either illegal drugs or alcohol, frequently both.

Traditional court models for dealing with children and substance abusing parents in the child welfare system arguably have failed. As an alternative to the adversarial court model, family drug treatment courts have been created, offering a dual promise. First, these courts aim to

provide drug-abusing parents priority access to treatment and other support so they can rehabilitate and thereby keep custody of their children. Second, these courts aim to provide children the nurturing parenting they deserve by moving them to foster and adoptive parents, if their birth parents fail at recovery in a reasonable time period. Are these courts fulfilling their promise? Some argue that the courts primarily focus on family preservation at the expense of child well-being, permitting children to return to homes with substance abusing parents with limited parenting capacity or allowing children to languish in foster care, rather than freeing them up for adoption in a timely manner.

Judge Jeri Cohen will describe the innovative family treatment court she founded and runs in Florida. Her court is admired as among the most successful in the country. She will discuss: why and how she created the court, how she defines its success, the strengths and limitations of her court model, possibilities for replication, and more generally how to create systems change.

With a P.h.D. in Philosophy as well as a J.D., Professor James Dwyer has written extensively on children's issues, arguing for a more child-centric legal regime. In his provocative work, he challenges fundamental legal premises, including the legal presumption that biological parents will provide the best care for their children. He argues that in some cases, parental rights should be terminated at birth when a parent has already demonstrated s/he is grossly unfit. Risk factors at the time of birth, such as evidence of parental substance abuse or mental illness, should be considered when making determinations about appropriate interventions, especially during critical developmental periods like infancy.

Dr. Ivana Culic will respond to Cohen and Dwyer's remarks. Culic, a neonatologist with extensive experience treating drug-affected infants, will describe the short and long-term developmental risks these newborns face.

Class 6 (Oct. 17): International Adoption: The Case for Change

Reading:

- Assignment Packet #6

Guest Speakers:

- **Paulo Barrozo**, Assistant Professor, Boston College Law School
- **Whitney Reitz**, Senior Policy Advisor on International Child Welfare, Office of U.S. Senator Mary Landrieu

In recent years, due to restrictive policies, the number of Americans adopting from abroad has sharply declined, with international adoptions into the United States projected to be down by two-thirds in 2013 from its peak in 2004. At the same time, the number of orphaned and unparented children has been steadily increasing, and there are waiting lists of American parents hoping to adopt. Opponents to international adoption include the most preeminent global children's organizations like UNICEF and Save the Children.

Some argue that this situation is a gross human rights violation, leaving unparented children across the globe in devastating conditions, including 8-12 million in institutions. Social science evidence clearly indicates that growing up in institutional care, even the best institutional care, is incredibly damaging to children. The small number of children who are eventually freed up for adoption are languishing in institutions and other impermanent situations for longer and longer periods of time.

Whitney Reitz currently serves as the Senior Policy Advisor on International Child Welfare for U.S. Senator Landrieu, a champion of children's causes in the Senate. With Reitz's guidance, Landrieu is submitting ground-breaking new legislation aimed at removing barriers to international adoption so that more unparented children across the globe can be placed in stable homes sooner. Reitz will discuss the proposed legislation and its relationship to the problems as she sees them with current policy on international adoption. Prior to Landrieu's Office, Reitz worked at the U.S. Citizenship and Immigration Services and the State Department, where she leveraged her position in the federal government to implement the adoption out of Haiti of many children during the post-earthquake period.

Professor Paulo Barrozo will comment on the significance of the Landrieu legislation from his perspective as a human rights scholar and advocate. He will describe strategies he has employed to reform international adoption, including testifying before the Inter-American Commission on Human Rights and recent efforts to use the International Covenant on Civil and Political Rights. He will provide his vision for an international adoption regime under which the human rights of children are central.

Class 7 (Oct. 24): The Campaign to End Childhood Hunger in America: Share Our Strength's Strategy & The Role of One of the Largest Corporate Foundations in America

Reading:

- Assignment Packet #7

Guest Speakers:

- **Margaret McKenna**, Former President, Walmart Foundation and President Emerita, Lesley University
- **Bill Shore**, CEO and Founder, Share Our Strength

If you were told to name a country where vast numbers of children do not have enough food to eat, war-torn countries like Afghanistan, Somalia, and North Korea might come to mind. Add another country to your list: America. Perhaps unbelievably since our country is rich with food and other natural resources, one out of five children in America currently struggles with hunger. Teachers across the country regularly bring food to school for their students because they worry that otherwise they will not eat.

During his 2008 Presidential campaign, Barack Obama pledged to end childhood hunger by 2015. As of the summer of 2013, child advocates worry that the situation is becoming even more dire with federal programs like WIC (Women, Infants and Children supplemental

nutrition program) and SNAP (Supplemental Nutrition Assistance Program) in jeopardy of losing funding.

Nearly thirty years ago, moved by children facing food insecurity, Bill Shore founded what has become the leading non-profit charged with ending childhood hunger in America. Shore has built the organization from its initial shoe-string budget into a multi-million dollar operation. Shore will describe his organization's multi-pronged strategy, partnering with businesses (like Walmart), media outlets (like the Food Network), celebrities (like Jeff Bridges), and politicians (including Democratic and Republican governors and mayors across the country) to champion the cause of ending childhood hunger.

After a successful career as a civil rights attorney and then in higher education, Margaret McKenna made the unlikely move to head the Walmart Foundation, one of the largest foundations of its kind in America. In 2012, the Foundation reportedly gave away \$1 billion in cash and in-kind donations. McKenna will discuss her strategic vision for the Foundation, including how she used the Walmart stores and the Foundation to alleviate hunger. In particular, she will discuss her work partnering with Share Our Strength. Finally, she will explain her efforts to establish systems and partnerships so that after she left the Foundation, her strategic vision would continue to be actualized.

Class 8 (Oct. 31): Evidence and Education: How to Create Equality of Opportunity in America

Reading:

- Assignment Packet #8

Guest Speaker:

- **Raj Chetty**, William Henry Bloomberg Professor of Economics, Harvard University

Is the American dream alive? Is America the land of opportunity? Raj Chetty argues that perhaps these are not the right questions to ask, based on the results he and his colleagues found in a recent detailed study on income mobility in the United States. Chetty, who won the prestigious MacArthur "Genius" Award and the John Bates Clark medal for the best American economist under age 40, has focused his academic career on trying to link empirical research to social policy. In his self-titled "The Equality of Opportunity Project," Chetty found that where a child grows up in America matters, impacting the extent to which that child will rise out of poverty. A poor child growing up in Atlanta is significantly less likely to move up the economic ladder as compared to a poor child born in Seattle or Salt Lake City. Chetty will describe his findings related to issues like living in a mixed-income neighborhood, a two-parent household, and a community with better schools and civic engagement.

Chetty will also discuss his research on education, specifically the impact of teachers on student outcomes in the short and long-term. His research finds that great teachers matter and that student test scores can help identify such teachers. Chetty concludes that it is critical for all students in the U.S. – regardless of their socio-economic background – to have access to great teachers. The readings will place Chetty's findings on teachers into the larger context of educational reform.

Class 9 (Nov. 7): The Serious Subject of Play: Creative Ways to Combine Philanthropy, Community, and Corporate Power

Reading:

- Assignment Packet #9

Guest Speakers:

- **Steve Gross**, Chief Playmaker, The Life is good Kids Foundation (dba Life is good Playmakers)
- **John Jacobs**, Co-founder and Chief Creative Optimist, Life is good

John Jacobs and his brother co-founded the Life is good company over 20 years ago, selling t-shirts to college students from the back of their van. The business started taking off when Jacobs designed the now iconic “Jake” figure, quickly selling out the Jake t-shirts at a street fair here in Harvard Square. Now, the company is reportedly worth millions.

What makes Life is good unique is its serious commitment to advancing the interests of children. Jacobs and his brother have built the Life is good brand, leveraged that brand for their work on behalf of children, and effectively integrated their business and charitable work. Supporting children is not an after-thought but rather central to the business’s mission. 10% of all Life is good profits go to children’s causes.

Jacobs will share not only his company’s successes but also the challenges involved in creating a business that reflects his values and prioritizes children’s causes. He will further explain his vision for the future and how he hopes Life is good will improve the lives of the next generation of children.

Steve Gross runs Playmakers, the grassroots non-profit organization affiliated with Life is good. The organization works with children impacted by severe poverty, violence, and life threatening illnesses, using play and trauma-informed care to heal and build children’s strength and resilience. Playmakers has supported children domestically and abroad, including children post-Katrina and following the earthquake in Haiti. Playmakers accomplishes its goals by partnering with frontline workers serving children. Steve will provide his insights into the advantages and limitations of running an organization which relies on financial and other support from a company to do its work.

Class 10 (Nov. 14): Educational Inequality in America: The Case for Integrating Our Schools

Reading:

- Assignment Packet #10

Guest Speakers:

- **James E. Ryan**, Dean, Harvard Graduate School of Education

Response Panelist:

- **Damon Smith**, Principal, Cambridge Rindge & Latin School

James Ryan, legal scholar and new Dean of the Harvard Graduate School of Education, is making an old idea new. Decades ago, many argued that the answer to inequality in America was integrated schools. The 1954 seminal legal case *Brown v. Board of Education* declared separate but equal – different schools for blacks and whites – unconstitutional. Our country has spent years in legal, moral, and practical debates around desegregating our schools.

Integration as the way to close the achievement gap is an argument which has fallen out of vogue in recent years. In its place, education reformers have focused on improving – but not desegregating – inner-city schools by measures like high-stakes testing, improving teacher quality through merit pay, ending teacher tenure, and holding failing schools accountable. The charter school movement has captured the attention of many, from the next generation of prospective teachers and principals, to businessmen and philanthropists, to politicians and policy-makers on the left and the right. Reports indicate that charter schools are even more segregated than traditional public schools. All these education reforms have arguably failed, as the achievement gap persists.

In his recent book *Five Miles Away, A World Apart*, Ryan argues that the only way to truly diminish educational inequality in America is by integrating our schools. He has become intimately familiar with two schools in Richmond, Virginia. Ryan argues that the line separating these schools is the most important one in public education today: the boundary between city and suburban schools. On one side are white, predominantly middle-income, and successful schools; on the other are minority, poor, and unsuccessful schools. The invisible lines separating these schools are not there by accident but instead intentional and must be dismantled.

Ryan's method for achieving integration is not focused exclusively on race or compulsory busing, which have been tried in the past. Instead, he thinks we should expand public school choice and encourage economic integration, both of which are politically feasible if we capitalize on changing demographics in America and new attitudes among the next generation of parents. Ryan contends we currently have an unprecedented opportunity to truly reshape education in America for inner-city students.

Damon Smith will respond to Ryan's remarks from his perspective as principal of Cambridge Rindge & Latin School (CRLS), which is Cambridge's large public high school. CRLS is among the most diverse schools in Massachusetts, with significant numbers of White, African American, Hispanic, and Asian students. Principal Smith will provide his views on the benefits of diversity in the classroom but also highlight the everyday challenges he faces leading the school.

Class 11 (Nov. 21): Bringing Social Enterprise into the Schoolhouse

Reading:

- Assignment Packet #11

Guest Speakers:

- **Josh Brody**, Director, Sequoyah School
- **Eric Glustrom**, President and Founder, Watson University and Founder, Educate!

Through social entrepreneurship, people across the globe are employing creative, efficient, and often simple but elegant strategies to solve pressing problems. Even young people are starting their own organizations, building them from the ground-up. One critique of the social entrepreneurship movement is that only those from wealthy or privileged backgrounds have the chance to become social entrepreneurs. Through different avenues, Josh Brody and Eric Glustrom – both social entrepreneurs themselves – are working to expand the reach of social entrepreneurship. Both are in the early stages of their respective endeavors so can provide insights into the start-up process.

Before serving in his current role as director of a progressive elementary school, Brody won a fellowship for social entrepreneurs and created an education program for people living in isolated communities near the Nepal-Tibet border. Brody is now in the early stages of launching one of the first high schools for social entrepreneurship in Southern California. Brody will describe the need for the school, his vision for it, his development process and strategic partners, obstacles he is facing, and how he intends to define and measure success.

Eric Glustrom’s vision is to create a new model of higher education to develop the next generation of leaders, entrepreneurs, and innovators. Just last year, he founded Watson University, where students enroll in courses taught by seasoned social change agents and have the chance to pilot ideas for social enterprises through Watson’s “Laboratory.” Committed to ensuring that finances are not a barrier to entry, Watson offers financial assistance and scholarships to all needy admitted students.

Although young, Glustrom himself is already a proven entrepreneur. Before Watson, he founded Educate! for high school students in Uganda. Educate! provides a practical curriculum to teach leadership and entrepreneurship so that students are equipped to solve their own community’s problems. Educate! students have started over 1,900 projects to address problems of poverty, disease, violence, lack of education, and environmental degradation. Glustrom created strategic partnerships with the government and the U.N., among others, and as a result the Educate! curriculum has been incorporated into Uganda’s national education system (the first time a nation has adopted such a program) and is being used in communities throughout Africa and beyond.

Class 12 (Dec. 5): A New Paradigm for Understanding Charity and Social Movements

Reading:

- Assignment Packet #12

Guest Speakers:

- **Dan Pallotta**, President, Advertising for Humanity
- **Scott Sherman**, Founder and Executive Director, Transformative Action Institute

When do people “win” when they are trying to change the world? This is the question Scott Sherman has been asking for nearly a decade. Sherman has studied and identified key traits of social change makers and successful movements. He will expose the myths about what fosters – and what actually hinders – social change efforts. Furthermore, he will explain how and why he founded the Transformative Action Institute, which trains the next generation of change agents. Informed by current research, Sherman teaches activists how to best develop their skills to spark real and lasting change.

The way we think about charity is upside down. That’s the argument Dan Pallotta is hoping will gain traction. Pallotta is the architect behind the original multi-day, multi-million dollar fundraising events like the AIDS Rides and breast cancer walks. Pallotta argues that we have unreasonably high expectations and standards for non-profits as compared to the for-profit sector. Common misconceptions of the non-profit sector include: charities waste money on overhead; too much money goes to overpaid non-profit executives and not the people who actually need the help; charities are inefficient, ineffective, and unimaginative.

Pallotta will outline the problems as he sees them with charities. In short, charities – unlike for-profit businesses – are not permitted to truly invest in their work, e.g., not permitted to adequately compensate staff limiting recruitment and retention of talent, spend money on fundraising to build robust budgets, advertise to educate the public about their cause, take on risk and sometimes fail without losing existing funding. All these restrictions grossly limit charities’ ability to create the radical change required to solve deeply entrenched social problems.

Pallotta is not content to merely identify problems in the non-profit sector. Instead, he offers a solution: the Charity Defense Council. Pallotta recently launched the organization to stand up for the non-profit sector, defending it against attacks and working to improve the environment in which non-profits operate. His goal is to change the way we think about changing the world. He will share his strategy for achieving that vision. With his recent March 2013 TED talk making a splash, with over 2 million views, the time might be ripe for the new paradigm Pallotta envisions.

ASSIGNMENT SPECIFICS

Session Questions

For your assigned dates, students should submit a brief question (or questions) for the upcoming speakers along with a short comment on why the question is significant. The questions and accompanying comments should be **NO more than ½ a page (single-spaced)**. **Include your name and the session date at the top of your submission.**

To submit your assignment, first save your question/comment as a Word file² on your computer with the title “name_monthdate_questions.” For example, if your last name is “Jones,” title the file for your first submission “jones_sept19_questions.”

Then, log into the course iSite. Click on the “Assignment Dropbox” tab on the left-hand menu column. Next, click on the relevant dropbox folder in the middle of your screen (e.g., the box for this submission is labeled “Sept 19 – Questions”). Click the Upload file link. Browse your computer’s file system for the document you want to upload. In the “Title” field of the Dropbox menu, name your assignment “Last Name – Date – Questions.” For example, if your last name is Jones, enter the following title “Jones – Sept 19 – Questions.”

You should upload your assignment **by 9 AM the Wednesday before the Thursday session**. **Check to make sure you have successfully uploaded your assignment; to do this, click on the relevant folder and find your file with its date/time stamp.** After 9 AM the dropbox will disappear from your screen, so you will not be able to upload your submission. **IMPORTANT NOTE: If your questions are LATE for any session, you should upload them to the dropbox labeled “Late Submissions – Questions.”**

Session Reaction Papers

In lieu of the session questions, three times during the semester, students are assigned to draft a brief reaction paper. This paper should give a brief analysis of the substance of the session, based on both materials and presentations, and then give your own reactions, including *e.g.*, your views on disputed issues, your thoughts *re* interesting connections with themes from other sessions. Reaction papers should be **2 - 3 double-spaced pages but no more than 3**. Be sure to **include your name and the session date on the top of your submission.**

To submit your assignment, first save your reaction paper as a Word file on your computer with the title “name_monthdate_reaction.” For example, if your last name is “Adams,” title your file for your first submission “adams_sept19_reaction.”

Then, log into the course iSite. Click on the “Assignment Dropbox” tab on the left-hand menu column. Next, click on the relevant dropbox folder (e.g., the box for the first reaction submission is

² If you do not regularly use Word, contact Margo Strucker (CAP Program Assistant) at mstrucker@law.harvard.edu, and she will work with you to find an alternate word processing program which is compatible with the course iSite.

labeled “Sept 19 – Reaction”). Click the Upload file link. Browse your computer’s file system for the document you want to upload. In the “Title” field of the Dropbox, name your assignment “Last Name – Date – Reaction.” For example, if your last name is Adams, enter the following title “Adams – Sept 19 – Reaction.”

You should upload your reaction paper **by 9 AM on the Tuesday following the Thursday session.** **Check to make sure you have successfully uploaded your assignment; to do this, click on the relevant folder and find your file with its date/time stamp.** After 9 AM, the dropbox will disappear from your screen, so you will not be able to upload your submission. **IMPORTANT NOTE: If your reaction paper is LATE for any session, you should upload it to the dropbox labeled “Late Submissions – Reactions.”**

Assignment Dates

For the First Session:

There is no *written* assignment for the first session (9/12). However we expect all students to **read very carefully** the materials assigned for the first session, as they are critical to themes which will be presented throughout the course. We expect you to weave in your reactions to the ideas presented in the first assignment in your submissions later in the term.

For All Subsequent Sessions:

We have divided reaction paper assignments based on the first letter of your last name. For the sessions you are assigned reaction papers, you do NOT need to submit questions/comments beforehand. In other words, you have ONE written assignment associated with each session (except the first on 9/12) – either questions/comments OR a reaction paper. NOTE: There will be some weeks when you have two assignments due. For example, during the week of 9/23, if your last name is Adams, you should submit a reaction paper based on the 9/19 class due on 9/24 AND questions/comments for the 9/26 class due on 9/25. Each student will submit a total of 8 questions/comments and 3 reaction papers over the course of the semester.

Below are the class dates for which you are assigned to submit reaction papers. In parentheses next to each class date is the date your reaction paper is due. Remember you must upload your reaction paper by 9:00 AM that Tuesday. For example, a student with the last name Adams is assigned to submit reactions papers for the 9/19, 10/17, and 11/14 sessions; he must upload his assignment for each session by 9:00 AM on 9/24, 10/22, and 11/19 respectively.

Last Names Beginning With: Reaction Paper Assignment:

| | | | |
|-----|---------------|---------------|---------------|
| A-F | 9/19 (9/24) | 10/17 (10/22) | 11/14 (11/19) |
| G-L | 9/26 (10/1) | 10/24 (10/29) | 11/21 (11/26) |
| M-S | 10/3 (10/8) | 10/31 (11/5) | 12/5 (12/10) |
| T-Z | 10/10 (10/15) | 11/7 (11/12) | 12/5 (12/10) |

Below are the class dates for which you are assigned to submit questions/comments. In parentheses next to each class date is the date your questions/comments are due. Remember you must upload your questions/comments by 9 AM that Wednesday. For example, a student with the last name Adams is assigned to submit questions/comments for the 9/26, 10/3, 10/10, 10/24, 10/31, 11/7, 11/21, and 12/5 sessions; he must upload his assignment for each session by 9 AM on 9/25, 10/2, 10/9, 10/23, 10/30, 11/6, 11/20, and 12/4 respectively.

Last Names Beginning With: Questions/Comments Assignment:

| | | | | | | | | |
|-----|-------------|-------------|--------------|---------------|---------------|---------------|---------------|---------------|
| A-F | 9/26 (9/25) | 10/3 (10/2) | 10/10 (10/9) | 10/24 (10/23) | 10/31 (10/30) | 11/7 (11/6) | 11/21 (11/20) | 12/5 (12/4) |
| G-L | 9/19 (9/18) | 10/3 (10/2) | 10/10 (10/9) | 10/17 (10/16) | 10/31 (10/30) | 11/7 (11/6) | 11/14 (11/13) | 12/5 (12/4) |
| M-S | 9/19 (9/18) | 9/26 (9/25) | 10/10 (10/9) | 10/17 (10/16) | 10/24 (10/23) | 11/7 (11/6) | 11/14 (11/13) | 11/21 (11/20) |
| T-Z | 9/19 (9/18) | 9/26 (9/25) | 10/3 (10/2) | 10/17 (10/16) | 10/24 (10/23) | 10/31 (10/30) | 11/14 (11/13) | 11/21 (11/20) |

Dropbox Problems:

If you have a problem accessing the dropbox (on rare occasions, the iSite malfunctions), simply email your assignment to Jessica (jbudnitz@law.harvard.edu) – and copy Margo (mstrucker@law.harvard.edu) and Eleanor (etopping@law.harvard.edu) – with the relevant explanation.

Grading

Grades will be based generally on your performance on the weekly written assignments, with greater weight given to the reaction papers. You will receive limited feedback on the reaction papers throughout the term. We will use your questions/comments to provide each week's speakers a sense for the issues raised by the class so they can take that into account in their presentations.

Submission of all assignments on a timely basis is important and will be taken into account in your grade. It is your responsibility to check to make sure all your assignments have been submitted on time. If you have an urgent need for permission to submit late you must request permission in advance, emailing Jessica Budnitz.

Note for cross-registrants from the HLS Registrar's Office: Report of grades is obtained from your home Registrar's Office. The HLS grading system is **H, P, LP and F** (Honors, Pass, Low Pass and Fail). A small number of students may be awarded the Dean's Scholar Prize, given to students whose performance in the course is extraordinary. The notation **WD** (Withdrew after Deadline) is applied when a student withdraws from a course after the DROP deadline.