New Course Request

Check Appropriate Boxes:
- Undergraduate credit [✓]
- Graduate credit [ ]
- Professional credit [ ]

1. School/Division: Liberal Arts
2. Academic Subject Code: PHST
3. Course Number: P211 (must be cleared with University Enrollment Services)
4. Instructor: Dr. Goldfarb
5. Course Title: Philanthropy and the Humanities
   Recommended Abbreviation (Optional): Philanthropy and the Humanities
   (Limited to 32 characters including spaces)
6. First time this course is to be offered (Semester/Year): Spring 2011
7. Credit Hours: Fixed at __3__ or Variable from ______________ to ______________
8. Is this course to be graded S-F (only)? Yes [✓] No [ ]
9. Is variable title approval being requested? Yes [ ] No [✓]
10. Course description (not to exceed 50 words) for Bulletin publication:
    This course draws from the humanities disciplines to address the question of responsible action in philanthropy. To whom or to what should a philanthropist be responsible? Readings and discussions will involve an analysis of values, goals, purposes, moral claims, and aspirations that sometimes compete, conflict, or coexist uneasily.
11. Lecture Contact Hours: Fixed at __3__ or Variable from ______________ to ______________
12. Non-Lecture Contact Hours: Fixed at __0__ or Variable from ______________ to ______________
13. Estimated enrollment: __20__ of which __0__ percent are expected to be graduate students.
14. Frequency of scheduling: once per year
   Will this course be required for majors? Yes [ ]
15. Justification for new course: This course will be part of the new undergraduate major in Philanthropic Studies.
16. Are the necessary reading materials currently available in the appropriate library? Yes [ ]
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature]
[Date Nov/16/09]
Department Chairman/Division Director

[Signature]
[Date]
Dean of Graduate School (when required)

Approved by:

[Signature]
[Date 2/24/10]
Dean

[Signature]
[Date]
Chancellor/Vice-President

[Signature]
[Date]
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724
University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
Indiana University-Purdue University Indianapolis
School of Liberal Arts–Philanthropic Studies

PHST P211: Philanthropy and the Humanities

Professor: Nancy Goldfarb, PhD
Office: UL 3115B, 274-5814
Office Hours: Mon and Wed. 2-3, and by appointment
E-mail: ngoldfar@iupui.edu

COURSE DESCRIPTION & OBJECTIVES:
How does one intervene in the lives of others for their benefit without causing harm? In sharing our time, talent, or treasure, how do we give, as Aristotle suggested, the right thing at the right time in the right way to the right person and for the right reason? This course on philanthropy and the humanities will explore how an individual determines the moral course of action in the face of a fragmented society whose members have diverse and sometimes conflicting loyalties.

This course will draw from the humanities disciplines to address the question of moral conduct in philanthropy. Students will utilize ethical analysis to bring greater interpretive clarity into the social world of which they are a part. As H. Richard Niebuhr noted in The Responsible Self, we cannot determine what action to undertake without first determining the first ethical question: “What is going on?” Responsible philanthropists recognize that their perceptions of events constitute interpretations and are therefore subject to revision and correction. What social conditions must be present before people can demonstrate responsibility to others? To whom or to what should a person be responsible? What qualities of character must be manifest for a person to perform responsible actions? Discussions will involve an analysis of values, goals, purposes, moral claims, and aspirations that sometimes compete, conflict, or coexist uneasily. The course objective is to help students understand themselves as ethical beings whose responsible choices and actions can help to develop and strengthen the human community.

The course will be divided into four sections, each of which constitutes an entity to which one might be responsible: the state, the self, the family, and the community.

Learning Outcomes
By the end of the semester, students will:
- Apply knowledge and critical thinking to contemporary issues in philanthropy
- Articulate critical issues, distinctions, and concepts involved in responsible philanthropy
- Recognize the possibility of conflict between obedience to a law and service to one’s conscience
- Think critically about the notion of a “self-made” man or woman and take a stand on the issue
- Appreciate the role of cultural differences in determining our understandings of responsible action
- Define “responsible action” and articulate to whom and/or to what ideals they choose to hold themselves responsible.
EVALUATION

1) RESPONSE SHEETS  (1-2 pages, typed – 10 total)  30%
For at least one reading each week for ten weeks, each student will submit a typed response sheet that addresses the following questions: (1) What seems to be the major point of this work? (2) How does the writer convey that point? (3) What connections does this piece, or any part of it, have to philanthropy and/or philanthropic studies and/or your life or your world? The response sheets are due at the beginning of each class.

2) 4 SHORT ESSAYS  50%
Essay 1 – What happens when laws or state mandates conflict with one’s own conscience or belief system? On what basis does one determine whether a law is just or unjust? Select a character (or an author) whose sense of responsibility requires him/her to violate a law. Articulate the conflict that arises as a result. How is the conflict resolved? What position does the text take on that conflict, or does the text not take a position? How do you know? Do you agree?

Essay 2 – Where does the notion of a “self-made man” come from? Is there such a thing? Why or why not? Discuss examples of people who either are or are not “self-made” and explain why you interpret them that way. What does this idea of a “self-made” man or woman have to do with responsible philanthropy?

Essay #3 – Compare/contrast two individuals who have two different senses of what constitutes responsible action. In what ways do their differences derive from their different cultural experiences and different cultural norms? Is our definition of responsible action culturally determined?

Essay #4 - What is your definition of responsible action? To whom or to what ideals do you choose to hold yourself responsible? Why? Incorporate at least two readings from the course.

3) UNANNOUNCED QUIZZES  20%

GRADE SCALE

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PHILOSOPHY OF TEACHING AND LEARNING

Members of the Philanthropic Studies faculty are committed to providing excellent instruction marked by (1) mastery of the disciplinary content covered in this course, (2) careful attention to connecting course requirements and assignments to the goals of the course and to learning outcomes, and (3) sustained interest in the student learning and success. Students who feel aspects of the course are not meeting these commitments should speak to the instructor.

COURSE POLICIES

Valuing Diversity
This classroom is an academic community that values and welcomes new and different perspectives on the world. In the conversations that we engage in during the course of the semester, difference and diversity are especially respected and valued. While traditions and inherited wisdom and common understandings are important to civic life, innovation and difference provide a crucial impetus for growth.

Participation
The main work of this course will be both the active reading of texts as well as the thorough discussion of them. Students will need to come to class prepared to enter into an informed discussion with their fellow students and the instructor on the texts assigned for that class session.

Attendance
Since the active discussion of texts is an integral feature of this course, attendance is required at each class. Four absences are permitted with no penalty, but for each absence beyond four, 3% will be deducted from the final grade for each absence.

Late Work
All work is due in printed form at the beginning of the class period indicated on the schedule. Work may not be submitted via e-mail or Oncourse without prior approval.

The instructor will consider accepting late work ONLY when the student can provide documentation of a verifiable emergency. This means that before even requesting to turn in late work, the student must have documentation in hand. Note further that neither travel arrangements nor computer problems constitute an emergency.

Academic Integrity
Creating and disseminating new knowledge is at the heart of any university’s work. The nature of this mission requires that every member of the university community be very careful about identifying who exactly is responsible for a contribution to knowledge. Students need to be clear about the difference between the work that they have done on their own and the work that they have received from others. Plagiarism is the use of others’ work without properly crediting the actual source of the ideas, words, sentences, paragraphs, entire articles, music, or pictures. Using
other students' work, with or without permission, is plagiarism if there is no acknowledgment of the source of the work. Plagiarism, a form of cheating, is a serious offense and will be punished severely. The policies on academic misconduct are outlined in the *Code of Student Rights, Responsibilities, and Conduct* [http://www.iupui.edu/code/CSR_0106.pdf]. The penalties for plagiarism or cheating may include the following: a failing grade on a particular exam or essay, a failing grade for the course, disciplinary action, or dismissal.

**Students with Disabilities**

Students with disabilities are reminded that they must be registered with the Office of Adaptive Education Services (AES) [http://www.iupui.edu/~diversity/aes/services/] before they may receive accommodations in this course.

**Other Services**

All students are reminded that the campus offers counseling for students in distress through Counseling and Psychological Services (CAPS) [http://life.iupui.edu/caps/] and provides a Student Advocate for other personal and academic difficulties [http://www.life.iupui.edu/advocate/].

**Principles of Undergraduate Learning**

The PULs, which were approved by the IUPUI faculty in 1998, are the foundational skills that we expect all of our students to gain during their experience at IUPUI. The skills embodied in the PULs are gained in both the general education requirements and in the major field of study. The PULs, with the exception of the definition of critical thinking, were revised in January 2006. The revised PULs appear below.

As in many courses, P211 addresses many of the PULs. However, this course places major emphasis on the second PUL, **Critical Thinking**.

**Critical Thinking** is the ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs and actions based on new information.

**Outcomes:** The process of critical thinking begins with the ability of students to remember and understand, but it is truly realized when the student demonstrates the ability to: (a) apply, (b) analyze, (c) evaluate, and (d) create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

**Course Work that Addresses the Above Skills:** All four paper assignments require students to apply, analyze, and evaluate information from both the text and the outside world. All four papers asks students to create knowledge by discerning bias, challenging assumptions, identifying consequences, arriving at
reasoned conclusions, and making informed decisions. The final paper, in particular, involves students utilizing their critical thinking skills to make an informed decision of how they define responsible action and to determine the people and/or ideals to whom they choose to hold themselves responsible.

P211 also places a minor emphasis on the fifth PUL, Understanding Society and Culture.

**Understanding Society and Culture** addresses the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.

**Outcomes:** Understanding society and culture is demonstrated by the student’s ability to (a) compare and contrast the range of diversity and universality in human history, societies, and ways of life; (b) analyze and understand the interconnectedness of global and local communities; and (c) operate with civility in a complex world.

**Course Work that Addresses the Above Skills:** All of the reading and writing assignments in this class develop students’ appreciation for their own cultural traditions and the diversity of human experience. The American tradition of responsible action (Wouk, Rand, Emerson, Carnegie, Alger, Wyllie, Hornby, Douglass, and Morrison) will be balanced with consideration of the traditions of other times and cultures, including those of ancient Greece and Rome (Sophocles and Cicero), Russia (Dostoevsky), Norway (Ibsen), Nigeria (Achebe), and France (Hallie and Sauvage). Response sheets and all four paper assignments develop students’ appreciation for the diversity and universality in human history, societies, and ways of life and cultivate their ability to operate with civility in a complex world. Paper #3, in particular, encourages students to consider how our notion of responsible action is culturally determined and requires students to compare and contrast two individuals with different understandings of responsible action as a result of their different cultural traditions.

This course, along with many of your other courses, will help you meet professional standards and competencies in your field. I encourage you, at various times over your remaining semesters at IUPUI, to reflect on how you can synthesize what you are learning in various courses in ways that will help you achieve your professional (and personal) goals.

Your work in P211 should enhance your mastery of these academic aspirations.
TENTATIVE SCHEDULE OF READINGS & ASSIGNMENTS

* This schedule is subject to change. All changes will be announced in advance and posted on Oncourse in adequate time for you to meet the revised requirements.

**Required Texts:**
- Sophocles, *Antigone*
- Herman Wouk, *The Caine Mutiny*
- Cicero, *On Duties III*
- Horatio Alger, *Ragged Dick*
- Irvin Wyllie’s *The Self-Made Man in America: The Myth of Rags to Riches.*
- Ibsen’s *A Doll House*
- Nick Hornby, *About a Boy*
- Chinua Achebe, *Things Fall Apart*
- Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave.*
- Toni Morrison, *Beloved*
- Phillip Hallie, *Lest Innocent Blood Be Shed*
- Photocopied material (distributed in class or on Oncourse)

**Week 1**
Introduction to the course
Martin Luther King, “Letter from the Birmingham Jail” (OC)

**THE STATE**

**Week 2**
Sophocles, *Antigone*

**Week 3**
Herman Wouk, *The Caine Mutiny*

**Week 4**
Fyodor Dostoevsky, *The Grand Inquisitor* (OC)
**Paper #1 Due: Example of a conflict between the state and one’s own conscience.**

**THE SELF**

**Week 5**
Selections from Cicero, *On Duties III*
Ayn Rand, “A Defense of Ethical Egoism” (OC)

**Week 6**
Ralph Waldo Emerson, “Self-Reliance,” (OC)
Andrew Carnegie, “The Gospel of Wealth” (OC)
Week 7
Horatio Alger, *Ragged Dick*

**THE FAMILY**

**Week 8**
Selections from Irvin Wyllie’s *The Self-Made Man in America: The Myth of Rags to Riches.*

**Paper #2 Due:** The notion of a “self-made” man or woman

**Week 9**
Ibsen’s *A Doll House*

**Week 10**
Selections from Erik Erikson, *Insight and Responsibility* (OC)

**Week 11**
Nick Hornby, *About a Boy*

**THE COMMUNITY**

**Week 12**
Chinua Achebe, *Things Fall Apart*

**Paper #3 Due:** Compare/contrast two individuals with different understandings of responsible action. In what ways are their differences culturally determined?

**Week 13**
Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave.*

Visit to Underground Railroad Museum in Cincinnati

**Week 14**
Toni Morrison, *Beloved*

**Week 15**
Phillip Hallie, *Lest Innocent Blood Be Shed,*

**Week 16**
Film by Pierre Sauvage, “Weapons of the Spirit.”

**Paper #4 Due—Your own definition of responsible action.** To what or to whom do you choose to hold yourself responsible? How do you understand that person or concept to which you hold yourself responsible? How does that sense of responsibility guide your actions? Give examples.
Bibliography


