New Course Request

Indiana University
Indianapolis Campus

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

1. School/Division Liberal Arts
2. Academic Subject Code PHST

3. Course Number P301 (must be cleared with University Enrollment Services)
4. Instructor Variable

5. Course Title Contemporary Contexts for and Approaches to Philanthropy

Recommended Abbreviation (Optional) Contemp. Approaches to Philanthropy

(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 introduces you to the study of philanthropy with a focus on the United States. Unlike some courses on the nonprofit sector that emphasize administration or history exclusively, in this course we will use a multidisciplinary approach to explore the "how" and "why" of philanthropy.

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: ___25___ of which ___0___ percent are expected to be graduate students.

14. Frequency of scheduling: Every year  Will this course be required for majors? Yes

15. Justification for new course: Required for the 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]
Department Chairman/Division Director
Date 11/4/10

Approved by:

[Signature]
Dean
Date 3/26/10

Chancellor/Vice-President
Date

University Enrollment Services

Date

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.
PHST P301 – Contemporary Contexts for and Approaches to Philanthropy

Professor Les Lenkowsk
Email: llenkows@iupui.edu
Office Hours: Wednesday 1-3:30  TG 301

COURSE DESCRIPTION

Philanthropy has been described as “private giving for the public good.” It has a long and distinguished history, across cultures and continents. The United States conducts almost all of its formally organized religious activity, and many cultural, arts, human service, educational, and research activities through private non-profit organizations.

Many people believe philanthropy is a practice limited to the wealthy and powerful. But a study of American philanthropy reveals that some people of modest means have helped shape American life through voluntary service or charitable donations and that American philanthropy has also benefited from the richness of the nation’s cultural, ethnic, and religious diversity.

The overall goal of the course is to introduce you to the study of philanthropy with a focus on the United States. Unlike some courses on the nonprofit sector that emphasize administration or history exclusively, in this course we will use a multidisciplinary approach to explore the “how” and “why” of philanthropy.

COURSE OBJECTIVES

1) To synthesize historical knowledge with current awareness of philanthropy by using primary historical documents, biography, philosophy, and literature.

2) To appreciate the diversity of ethnic, religious, and cultural traditions that comprises the American philanthropic landscape.

3) To become familiar with some important trends in scholarship in nonprofit sector and voluntary sector scholarship, especially in social change philanthropy, social entrepreneurship, and venture philanthropy.

4) To communicate a clear and succinct interpretation of what philanthropy accomplishes, what it does not accomplish, and what its future holds.

5) To clarify your own attitudes toward philanthropy, as well as your own philanthropic behavior, values, experience, and commitment.
REQUIREMENTS AND GRADING

Midterm Examination 20%
Final Examination 20%
Short Written Assignment #1 15%
Short Written Assignment #2 15%
Group Presentation 20%
Class Participation/Attendance 10%

Additional information on the group presentation and the short written assignments will be distributed in class. The course schedule is subject to change by the instructor.

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.

PHILANTHROPIC STUDIES AND THE PRINCIPLES OF UNDERGRADUATE LEARNING

“The Principles of Undergraduate Learning (PULs) . . . form a conceptual framework for all students' general education but necessarily permeate the curriculum in the major field of study as well. More specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.”

http://www.iport.iupui.edu/selfstudy/tl/puls/

In P301, as in all IUPUI courses, many of the PULs are addressed. The particular PUL that receives the major emphasis in this course is Integration and Application of Knowledge.
Integration and Application of Knowledge addresses the ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

Outcomes of Integration and application of knowledge are demonstrated by the students’ ability to:

a. enhance their personal lives;
b. meet professional standards and competencies;
c. further the goals of society; and
d. work across traditional course and disciplinary boundaries.

Your instructor will assess your success in mastering the expectations of integrating and applying knowledge by identifying the following in your work:

- Students draw on personal experiences both to extend and to test the questions broached in class discussions, exams, papers, and presentations;
- Students offer applications of course knowledge to specific personal and professional settings as part of completing course assignments;
- Students use their own experiences as cases in point in completing class assignments;
- Students use the presentation to model the dynamics of work in public or professional settings; and
- Students use the knowledge gained in a course in another discipline to examine an issue related to American philanthropy.

P301 also places minor emphasis on the second IUPUI 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 apply, analyze, evaluate, and 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.
Your instructor will assess your success in mastering the expectations of critical thinking by identifying the following in your work:

- Students respond to ideas raised in discussion analytically and with a clear sense of alternative points of view;
- Students include a section in papers and exams recognizing current and possible alternative ideas and approaches; and
- Students present new and creative solutions to problems and/or approaches to issues raised in paper topics, exam questions, presentation assignments, and class discussions.

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 P301 should enhance your mastery of these academic aspirations.

**ATTENDANCE**

Preparation, attendance and participation are essential to your success in this course. I expect you to attend every class, to arrive on time, and to participate in all class activities. Regardless of the reasons for your absences, the first three will be considered “excused,” and every absence thereafter will not be excused. Moreover, I will also subtract 5 points from your final course grade for each absence after the first one. In any event, you are responsible for any work that you miss, and missing class is no excuse for not turning in an assignment. In order to earn credit for attending a class meeting, you must attend the entire meeting. You will not earn credit for attending if you leave after an exam or after turning in an assignment.

**DEADLINES**

All assignments are due at the beginning of class on their due dates. Late assignments will not be accepted. If you need to request an extension, please contact me before the assignment is due. You may avoid penalties for missed assignments and absences by providing a doctor’s note or note from the Dean verifying a medical or family emergency. Make-up exams will be offered only when evidence of a medical or family emergency has been presented.

**COMMUNICATING WITH YOUR INSTRUCTOR**

I will be happy to meet with you individually at any time during the semester to discuss your progress and any specific concerns you may have. Feel free to visit me any time during my office hours or schedule an appointment for another time. You may also e-mail me through Oncourse with questions or concerns.
THE UNIVERSITY WRITING CENTER

For additional help with your coursework, I strongly encourage you to visit the Writing Center, an outstanding free resource provided by the University. Students who work with tutors over the course of the semester normally see dramatic improvements in their writing, and a tutor can help you at any stage of progress, from brainstorming to final revisions. The Writing Center has two locations: Cavanaugh 427 (274-2049) and the Reference Room in the University Library (278-8171). Appointments are recommended. Go to http://www.iupui.edu/~uwcc/ for details.

ADAPTIVE EDUCATION SERVICES

Please contact Adaptive Educational Services if you have special needs that relate to your ability to perform satisfactorily in this course. In addition, it is important that you register with Adaptive Educational Services, which works with eligible students to request both special consideration and special accommodations in courses. You can reach AES at 274-3241 or at http://www.iupui.edu/~diversity/aes/services/.

STUDENT 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/].

DIVERSITY STATEMENT

PHST P301 values the differences in experience and ideas that all members of its academic community bring to the course. The course expects that all members of the class will share this appreciation for diversity and offer the respect and welcome to people and ideas that is the mark of a healthy and productive academic community. Universities are founded on the drive for and interest in new knowledge and the intellectual curiosity and integrity it takes to develop new ideas and test their validity. Thus, academic communities value and welcome new and different perspectives on their work. In the conversations that surround university work and among the members of that academic community, difference and diversity are especially respected and valued. Traditions and inherited wisdom have an important place in the push to preserve and develop knowledge; innovation and difference provide the crucial impetus for intellectual work.
ON ACADEMIC INTEGRITY

The nature of the University’s 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 they have done on their own and the work that they have received from others. Plagiarism is the use of the work of others without properly crediting the actual source of the ideas, words, sentences, paragraphs, entire articles, music, or pictures. Using the work of other students, with or without their permission, is plagiarism if there is no indication of the source of the original work. Plagiarism, a form of cheating, is a serious offense and will be severely punished. When plagiarism is suspected, the instructor will inform the student of the charge; the student has the right to respond to the allegations. If a student is charged with plagiarism, procedures outlined in the Code of Students Rights, Responsibilities and Conduct (http://www.iupui.edu/code/CSR_0106.pdf) will be followed. Students have the right to appeal any charge to the Academic Affairs Committee. The penalties for plagiarism range from a simple reprimand to expulsion from the University. In this course, penalties will always include at least a failing grade on the assignment and may include failure in the course.

REQUIRED BOOKS


CLASS SCHEDULE

I. Why We Give: Philanthropic Values

Week 1: Introduction and Course Overview

Grimm, “Jane Addams” and “Philanthropy Timeline” (pp. 353-359).


Week 2


Week 3

Kass, selections from Part III. "To Whom and For What Should I Give? and Part IV, "What Should I Give?"

Grimm, "Owen Family," "Eli Lilly"

Week 4

Kass, selections from Part V, "Can Giving Be Taught?"

Selections from Robert Coles, *The Call of Service: A Witness to Idealism.*

Grimm, "Martin Luther King Jr." and "Dorothy Day"

II. How We Give: America’s Philanthropic Traditions

Week 5: Sources of the Nonprofit Sector in the United States


Grimm, "John Winthrop" and "Cotton Mather"

Week 6: The American Revolution

Hammack, selections from Chapter 3, "To the Constitution," and Chapter 4, "Voluntarism Under the Constitution."

Grimm, "Benjamin Rush," "Benjamin Franklin," and "Lyman Beecher"

Week 7: The Birth of Progressivism

Hammack, selections from Chapter 5, "Varieties of Religious Nonprofits," and Chapter 6, "Nonprofit Organizations as Alternative Power Structures."
Week 8: Nonprofit Structures for the Twentieth Century


Grimm, “John D. Rockefeller, Sr.,” “Rockefeller Family,” “Andrew Carnegie,” “Henry and Edsel Ford”

*Video: The Rockefellers
*Supplied by the instructor

Mid-term examination on Wed. Oct. 19

Part III. The Challenges of Giving: Philanthropy Today

Week 9: Diversity

*Selections from Joseph, Remaking America: How the Benevolent Traditions of Many Cultures Are Transforming Our National Life.


Week 10: Advocacy and Social Change


Grimm, “John M. Olin” and “Pierre Goodrich”

Week 11: Social Change and Critical Perspectives

*Arnove and Pinède, “Revisiting the Big Three Foundations.”


Grimm, “Cesar Chavez,” “Margaret Sanger,” “George Soros,” and “John Muir”

Guest Speaker: Robert Arno

**Week 12: Social Entrepreneurs**


*Video: “The New Heroes.”

**Week 13: Civic Engagement**

*Jane Eisner, *Taking Back the Vote. selections*


**Week 14: A Crisis of Confidence?**


**Week 15: The Future of American Philanthropy**


**Final Examination:** TBA

2-10-10