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 P401 (must be cleared with University Enrollment Services)
4. Instructor Richard Gunderman
5. Course Title Ethics and Values of Philanthropy
6. First time this course is to be offered (Semester/Year): Fall 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 provides an introduction to the ethics of philanthropy, especially the following: What is philanthropy? On what view(s) of human life would philanthropic activity seem appropriate or inappropriate? What would it mean to live philanthropically? Can the perspectives of great writers enhance our appreciation 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] Date 1/19/10

Department Chairman/Division Director

Dean of Graduate School (when required)

Approved by: [Signature] Date 2/24/10

Dean

Chancellor/Vice-President

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.

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
Addendum to:

**New Course Request**

**Philanthropic Studies  P401 – Ethics and Values of Philanthropy**

**Instructor:** Richard Gunderman

18. Philanthropic Studies shares many subject areas with Religious Studies and Philosophy. In pursuing the ethical dimensions of philanthropy, PHST P401 overlaps with the focus on ethics in RELS R379 – Comparative Religious Ethics – and PHIL P326 – Ethical Theory. PHST P401 differs from these courses in its extensive and deep focus on philanthropy.

19. The departments of Religious Studies and Philosophy have been consulted, and they agree that there is no problematic overlap.
PHST P401: ETHICS AND VALUES OF PHILANTHROPY

Instructor: Dr. Richard Gunderman  
Teaching Assistant: Kirsten Eamon
Office: Riley Children’s Hospital 1053  
Cavanaugh Hall 331
Phone: (317) 274-2951 (Riley)  
(317) 783-0899  
E-mail: rgbunder@iupui.edu  
keanon@indiana.edu

PURPOSE: The course provides an undergraduate-level introduction to the ethics of philanthropy, including the following questions: What is philanthropy? On what view(s) of human life would philanthropic activity seem appropriate or inappropriate? What would it mean to live philanthropically? Can the perspectives of great writers enhance our understanding and appreciation of philanthropy?

TEXTBOOKS: Aristotle: Nicomachean Ethics (NE); Howard Curzer: Ethical Theory and Moral Problems (ETMP); The Gospel of St. John; C.S. Lewis, The Abolition of Man, Leo Tolstoy: Great Short Works of Tolstoy (GSWT).

INSTRUCTOR: Dr. Gunderman is Assistant Professor of Philanthropic Studies and Assistant Professor of Philosophy, Liberal Arts at Indiana University-Purdue University in Indianapolis, where he is also an Assistant Professor of Medical Education. He received his Ph.D. from the University of Chicago in 1989 and his M.D. from the University of Chicago Pritzker School of Medicine in 1992. Dr. Gunderman’s teaching interests include courses such as “Philosophy in the Epics of Homer,” and “Biology and Religion.” His research interests include the philosophic underpinnings of the professions (particularly medicine), science and religion, and topics in medical imaging.

ASSIGNMENTS AND GRADES: grades will be based on three factors:

1. Essay – the purpose of the essay is to provide students with an opportunity to think through in a sustained fashion a question that underlies our work throughout the course. The topic of this year’s essay is “Philanthropy and the Enrichment of Human Life.” The essay is not meant to be a research paper, but an occasion for thoughtful reflection. Essays will be graded on: 1) the strength of the argument, including the degree to which the essay illuminates the topic at hand; 2) the use of textual resources, although merely citing many different texts is more likely to diffuse the argument than to focus it; 3) the quality of the writing, including the care with which the essay has been edited. Essays should be double-spaced, and number approximately 3 pages in length. The essay constitutes 30% of the final grade.
2. Exams – The purpose of the exams is to provide an incentive to read each of the assignments carefully, and to stimulate creative reflection on the readings and discussions. The questions are short essay in format, and can generally be answered well in three to five sentences. The exams constitute 60% of the final grade.

3. Class participation – Students who are shy need not fear that their grades will necessarily suffer, but everyone is encouraged to share their questions and observations during class discussions. Because we proceed primarily in a discussion format, thoughtful participation is a key ingredient in the success of the course. Class participation constitutes 10% of the final grade.

GRADE SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>80-82</td>
</tr>
<tr>
<td>B-</td>
<td>77-79</td>
</tr>
<tr>
<td>C+</td>
<td>73-76</td>
</tr>
<tr>
<td>C</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

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

As you continue your academic career, it is important to understand how your learning in various courses helps you make progress toward your professional and personal goals. IUPUI has developed a set of expectations for the undergraduate educational experience, defining the higher-order abilities and skills that all our undergraduates are expected to master. These expectations are called the Principles of Undergraduate Learning (PULs). To a certain extent, our P401 curriculum supports all of the PULs. However, the principles related to **Values and Ethics** receive the major emphasis in P401.

**Values and Ethics** are defined as the ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the student’s ability to

- make informed and principled choices and to foresee consequences of these choices;
b. explore, understand, and cultivate an appreciation for beauty and art;

c. understand ethical principles within diverse cultural, social, environmental and personal settings.

Your instructor will assess your mastery of the Value and Ethics PUL by identifying the following in your work:

- Students choose to focus on values and ethics issues in their local and regional communities in class discussions, essays, and exams;
- Students examine the ethical dilemmas inherent in the positions they develop as they complete course assignments and participate in class discussions;
- Students include considerations of the consequences arising from the conflicts they engage in pursuing values and ethics issues as they complete course assignments and participate in class discussions; and
- Students use their understanding and appreciation of the arts in developing contexts and positions as part of required course activities.

P401 also places minor emphasis on the second principal of undergraduate learning, 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 P401 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 three. 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 or absences or qualify for a make-up exam 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.

ACADEMIC INTEGRITY

The expectation of this course is that you will formulate and express your own ideas; it therefore goes without saying that all work you turn in should be your own. Over the course of the semester, we will discuss the correct ways in which you may incorporate other people’s ideas into your writing. However, knowingly passing off someone else’s
words as your own is a violation of Indiana University’s Code of Student Rights, Responsibilities, and Conduct. Depending on the nature of the offense, the penalty for plagiarism may include receiving an F on a paper, failing this course and being referred to the Dean, or being expelled from the university. The Code may be found at http://dsa.indiana.edu/Code/NoFrames.html

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/~uwc/ for details.

SPECIAL NEEDS

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/.

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/].

SCHEDULE OF MEETINGS AND READINGS

Week One    Introduction
Week Two    Tolstoy: “Master and Man,” GSWT
Week Three   Tolstoy (cont.)
Week Four    Relativism and Realism: ETMP 32-54
Week Five    Relativism and Realism (cont)
              Paul Taylor, “Ethical Relativism”
              Martha Nussbaum, “Non-Relative Values: An Aristotelean Approach”
Week Six     Egoism and Common Sense: ETMP 91-97; 71-82
Week Seven   Egoism and Common Sense (cont)
Ayn Rand, “The Virtue of Selfishness”
James Rachels, “Psychological Egoism”

Week Eight  Examination One

Week Nine  Morality and Religion: ETMP 112-136
Gunther Plaut, “The Ten Commandments and the Holiness Code…”

Week Ten  Morality and Religion (cont)
Jesus, “The Sermon on the Mount”
Frank Stagg, “The Sermon on the Mount”

Week Eleven  Ethics and Philosophy
Aristotle: NE, Books 1,0 and 10

Week Twelve  Ethics of Care: ETMP 288-298; 320-341
Carol Gilligan, “Women, Relationships, and Caring”
Victoria Davidson, “Autonomy, Integrity, and Care”

Week 13  Affirmative Action: ETMP 583-606; 614-623
Richard Wasserstrom, “One Way to Understand and Defend…”
James Rachels, “What People Deserve”

Week 14  C.S. Lewis: The Abolition of Man

Week 15  FINAL ESSAYS DUE
The Gospel of John
Tolstoy, “The Death of Ivan Ilych,” GSWT

Week 16  FINAL EXAMINATION

2-4-10