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 P450 (must be cleared with University Enrollment Services)

4. Instructor Variable

5. Course Title Capstone Seminar in Philanthropic Studies

Recommended Abbreviation (Optional) Capstone Seminar in Phil Studies

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2012

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: The capstone seminar for all Philanthropic Studies majors integrates students' undergraduate study through writing and reading projects, faculty and student presentations, and creation of capstone portfolios. Students draw on mastery of knowledge and skills to complete a project. Students review academic accomplishments and plan postgraduate careers.

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: 15 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 1/4/12

Department Chairman/Division Director

Approved by: [Signature] Date 2/21/10

Dean

Date

Chancellor/Vice-President

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.
PHST P450 -- CAPSTONE SEMINAR IN PHILANTHROPIC STUDIES

Syllabus

Professor Turner
Ph: 278-8983

E-mail: rturner@iupui.edu
Office Hours: TBA

Office: TG 301

Note: Students in this course should be seniors in their last or next-to-last semester and should have completed most of their course requirements for the Philanthropic Studies major.

JANUS

1 a. The name of an ancient Italian deity, regarded as the doorkeeper of heaven, as guardian of doors and gates, and as presiding over the entrance upon or beginning of things; represented with a face on the front and another on the back of his head; the doors of his temple in the Roman Forum were always open in time of war, and shut in time of peace. Often used allusively, and in attributive and other relations.

The god Janus has a distinctive appearance in art, as he is often depicted with two faces. Some sources claim that the reason Janus was represented in this peculiar fashion was due to the notion that doors and gates look in two directions. In this way, one of the god's faces could look forward, while the other looked backward.

Course Overview

The senior capstone course for Philanthropic Studies majors provides a culminating experience through a senior project that each student designs and carries out, a service project for the department, and a portfolio of accomplishments and competencies. Students will also be invited to adopt their own Janus-like postures by looking back at accomplishments and forward to postgraduate planning as well as defining the coherence and value of their work as Philanthropic Studies majors. The special focus of the course will be the impact that Philanthropic Studies majors have on their world(s).

Course Objectives

1. Senior Philanthropic Studies majors will develop a coherent view of their undergraduate work in Philanthropic Studies as well as demonstrate their achievements as undergraduates;
2. Majors will place their work within the context of departmental and University missions, especially those missions which promise to prepare students for productive lives in the world; [See the IUPUI “Principles of Undergraduate Learning.”]
3. Majors will present their work in the formats recognized and valued by academic communities as achievements within a university community and as evidence of the contributions they are likely to make to communities outside the University;
4. Majors will define the intersections between personal and professional work and success
in a career using the work contained in their portfolios; and
5. Majors will investigate career opportunities in the nonprofit sector and present a specific career plan.

Course Values

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.

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 P450, 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 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.

P450 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 sections in their portfolios recognizing current and possible alternative ideas and approaches; and
- Students present new and creative solutions to problems and/or approaches to issues raised in papers, assignments, and previous work included in the portfolio, 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 after graduation, to make a
habit of reflecting on how you can synthesize what you are learning in various settings in ways that will help you achieve your professional (and personal) goals.

Your work in P450 should enhance your mastery of these academic aspirations.

Requirements

On the last class day of the semester you will submit a portfolio of your work which will represent your achievements as an undergraduate Philanthropic Studies major and your qualifications to contribute to your world upon graduation from IUPUI. That portfolio must contain at least (1) your Learning and Interest Assessment Review, (2) your portfolio introduction essay (3+ pages) which argues that the work in the portfolio fulfills the goals of the course and acts as a guide to your own talents and promise in a career, (3) your senior project (including your proposal and your progress report), (4) your reading response sheets, (5) your letter to a beginning Philanthropic Studies major, (6) your brief career plan, and (7) at least three pieces of work from previous classes at IUPUI with short introductions addressing their significance for your portfolio.

Assignments

1. Learning and Interest Assessment Report (LIAR): Assess what you have learned in Philanthropic Studies Studies; include other subjects if you wish. Identify interests, abilities, and knowledge, but you might also note gaps, weaknesses, or needs. The LIAR will help you make future plans and might also help you find a topic for your senior project. As you do the assessment, consult the IUPUI Principles of Undergraduate Learning, as well as your own personal goals for this degree. I suggest a length of 5 pages for the LIAR. See assignment sheet.

2. Senior Project: This project should grow out of your prior interests, coursework, and experience and might also be sparked by activities we do early in the semester, such as the Learning and Interest Assessment Report (LIAR). The project should involve research, analytical thinking, and creativity. It should keep you interested, help you learn and grow, and make you proud. Your project, as it is presented in final form, should address a broad audience of those interested in Philanthropic Studies and focus in some way on the theme of the final P450 Senior Project Conference: "How Philanthropic Studies Majors Change the World."

You may take one of two approaches to the project:

(a) Multi-genre research paper.
(b) Multi-genre or multi-media project, such as a CD, a website, or an exhibit.
Choose one, or talk to me about an alternative if you have good reasons to take a different approach.

Basic requirements for these projects include the following:

♦ the project must involve research (library research, interviews, and observations all count)
the project must be taken through at least one major content revision and one major stylistic or editing revision
• you must submit a formal proposal and, thereafter, periodic progress reports on your project
• you must bring drafts to class

2a. *Project Presentations*. The class will present the collective wisdom contained in the senior projects in a conference-style presentation focused on the impact of Philanthropic Studies majors have with their work. Members of the class will (1) organize the conference, (2) select the projects to be presented, (3) those whose projects are selected will present, and (4) develop an evaluation of the material as well as the conference and summarize it for the class and for the Philanthropic Studies Department. (See the assignment sheet.)

3. *Response Sheets*. Philanthropic Studies as a discipline is deeply committed to the social construction of knowledge, especially the important contributions each reader has to make to an interpretation of a reading. Your initial ideas and theories about a reading are important elements for the class coming to a rich and productive sense of a text’s meaning and significance. For each reading assignment each student will complete a response sheet and turn it in to the instructor and to the members of the group by Noon on the day the reading is due. The format for the response sheets is in OnCourseCL. Because engagement with readings is a fundamental part of this course and of the work of Philanthropic Studies majors in general, response sheets are required for each class. Students must complete at least 80% of the response sheets to be eligible to submit a portfolio.

4. *Your Letter to a Beginning Philanthropic Studies Major*. Early in the semester you will write a letter to a beginning Philanthropic Studies major offering whatever wisdom you have gained over your tenure as an undergraduate Philanthropic Studies major and making whatever suggestions you think would be helpful to speed that person on a useful and enjoyable undergraduate journey. You may be telling them what occurs to you in the spirit of “If I knew then what I know now . . . .” Or you may be telling them how to succeed in the Philanthropic Studies department without really trying.

You will submit your letter to the instructor as well as to your group. As part of the commitment to collaboration in this class and at IUPUI, all students will undertake to pull together the collective wisdom contained in their letters into a form that is engaging and useful to incoming Philanthropic Studies majors. The class will also develop a strategy for conveying all this wisdom to those beginning majors.

5. *Your Introductory Letter to Your Portfolio*: You will introduce your work for this semester and during your career at IUPUI with a letter that argues the case that the work demonstrates that you have met the expectations set by the department and the University and that you are prepared and ready to make a difference in your world(s). It will be your task at the end of this semester to offer a 3-5-page introduction to your portfolio, which makes the case that the portfolio meets the expectations of the course and that it is a fitting representation of your accomplishments and your promise for a sterling career. You should expect to be specific in your arguments and
precise in pointing to pieces and sections of pieces which make your case; just as quoting from the text is an effective strategy in other arguments you have developed, so you will be often quoting yourself in this case. Further suggestions about strategies for succeeding in this assignment are contained in “An Excellent Introductory Letter for a P450 Portfolio.”

6. Your Career Plan. Your brief career plan should outline your ideas up to this point regarding your aspirations for a career. The assignment expects that you will have considered your career options with sufficient detail and careful review of the career guidance literature to present a tentative plan for shaping your career after graduation. For instance, if you plan to attend graduate school, then you should suggest the range of options you have considered and the rationale for the choices you have made or are likely to make. Or, you might identify an area of the nonprofit sector that you plan to work in and suggest what steps you have taken to understand that line of work and the requirements needed to succeed in that area.

All work should be submitted electronically through IU’s OncourseCL. Usually that work will come in under the appropriate heading in “Assignments.”

Grading

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>LIAR</td>
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<tr>
<td>Introduction to the Portfolio</td>
<td>10%</td>
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<tr>
<td>Letter to Beginning Philanthropic Studies Majors</td>
<td>10%</td>
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<tr>
<td>Senior Project Conference</td>
<td>10%</td>
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<tr>
<td>Senior project</td>
<td>50%</td>
</tr>
<tr>
<td>Course work</td>
<td>10%</td>
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</tbody>
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The course work grade will be based on the following: Response sheets and participation in group and class discussions.

Students must have completed work in a timely fashion and have submitted all work for the first time by mid-November to be eligible for submitting a portfolio.

Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>93-96</td>
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<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
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<td>0-59</td>
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Expectations

As seniors, you will have learned, I trust, that effective, responsible students demonstrate the following behaviors:
attending class regularly, unless illness or serious personal emergencies prevent this
taking responsibility for work and information missed due to absence
coming to class prepared, having done any assigned reading, writing, and thinking
submitting assigned work on time, having followed directions carefully
participating actively in class, though this sometimes means listening actively
contributing ideas with a willingness to have those ideas questioned
respecting other people's ideas, languages, and cultures
working with others to create a community of learning

As senior Philanthropic Studies majors, you have the opportunity to act as servant-leaders in the department and on the campus. Among ways you can demonstrate this servant leadership are these:

attending campus events, especially those sponsored by your department (such as readings, Philanthropic Studies Society activities, presentations by students, faculty, and guests, and workshops)
contributing time and energy, as you are able, to make such events possible
contributing your ideas when requested (attending presentations or informal conversations with faculty job candidates, filling out surveys, participating in campus forums)

As your instructor, I will commit myself to the same behaviors expected of you. I will also be available as often as my schedule permits to answer questions, provide additional instruction, and offer academic advice. I will check my voice mail and email and respond to you quickly.

University Writing Center

Cavanaugh Hall, CA 427 (274-2049); University College branch, UC 2104 (274-3288). Hotline for short questions: 274-3000 (writectr@iupui.edu). The UWC offers help with all stages and aspects of writing, including brainstorming, drafting, organizing, revising, and editing. Try to make an appointment, though drop-in service is sometimes available. When you go, take your assignment sheet as well as any work you have done, and go with specific questions in mind. http://www.iupui.edu/~writectr/

Attendance

As a discipline, Philanthropic Studies operates on the assumption that knowledge is created collaboratively and through the participation of all members of an interpretive community. Thus, this course requires active and engaged involvement in day-to-day class discussion and activities and so attendance is required at each class. Please note that this course regards your work in class -- discussing in small and large groups, responding to the work of your peers, and developing your abilities as an interpreter of literary texts -- as some of the most important work you do and as much a requirement of the course as the written work you submit, hence the emphasis on an attendance policy. More than one unexcused absence may result in a penalty to the final grade of up to a letter grade. Excused absences include a documented illness of you, or someone who is in your care, and the death of immediate family members.
**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 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

**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.

**Adaptive Educational 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 (C A P S ) [ h t t p : / / l i f e . i u p u i . e d u / c a p s / ] and provides a Student Advocate for other personal and academic difficulties [ h t t p : / / w w w . l i f e . i u p u i . e d u / a d v o c a t e / ].

**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.

**Texts**

Kurt Vonnegut, Jr., *God Bless You, Mr. Rosewater*
**Schedule of Assignments**

**Week One**  Introduction; Instructions for the Endgame.  
*Assign:* The Learning and Interest Assessment Report (LIAR)

**Week Two**  The Framework for Philanthropic Studies  
*Reading:* *The Nonprofit Sector* (NPS), “Introduction,”

**Week Three**  Background and Scope  
*Reading:* NPS, Robbins, Hall, Boris/Steuerle  
*Due:* LIAR due to groups  
*Assign:* Senior Project

**Week Four**  Philanthropic Studies and the Market  
*Reading:* NPS, Steinberg, Brown/Slivinski, Leete  
*Task (in class):* Brainstorm/Network for Senior Project  
*Due:* Learning and Interest Assessment Report due to instructor  
*Assign:* Letter to Beginning Philanthropic Studies Majors

**Week Five**  Philanthropic Studies and Civic Engagement  
*Reading:* Smith/Groenberg, Jenkins, Boli  
*Due:* LIAR to instructor  
*Due:* Senior Project Proposals due to groups

**Week Six**  Key Activities in the Nonprofit Sector  
*Reading:* Cryer, “Introduction,” “Chapter Two”  
*Due:* Senior Project Proposals due to instructor

**Week Seven**  Who Gives/Who Gets; Passing Along the Wisdom  
*Reading:* NPS, Tschirhart, Havens et al.; Cryer, Chapter Three,” “Chapter Four”  
*Due:* “Letter to Beginning Philanthropic Studies Majors” due to groups

**Week Eight**  Governance  
*Reading:* NPS, Ostrower/Stone, Tuckman/Chang; Cryer, “Chapter Five,” “Closing Thoughts”  
*Assign:* E450 Conference: “How Philanthropic Studies Majors Shape the World”

**Week Nine**  Celebrating the Progress  
*Task:* Conference Committees Meet  
*Due:* Senior Project Progress Report due to groups/instructor

**Week Ten**  Mission
**Reading:** NPS, Minkhoff/Powell

**Assign:** The Portfolio Introduction

**Week 11**

The Senior Project Arrives!

**Due:** Senior Project Draft (Very Finished!) to groups; abstract to the Conference Program Committee

**Week 12**

Representing Philanthropy

**Reading:** George Eliot, *Middlemarch*

**Due:** Senior Project to Instructor/Class

**Week 13**

Representing/Celebrating the Achievements

**Reading:** *Middlemarch* (cont)

**Due:** Portfolio Introductions to Groups/Instructor

**Task:** Conference Planning Session

**NOTE:** All work must have been submitted by this date for a student to be eligible to submit a portfolio.

**Week 14**

Senior Project Conference Planning Session

**Due:** Organizational Report, Program Announcement, Evaluation Plan

**Due:** Portfolios to Groups

**Week 15**

Reading and Writing/Bringing in the Sheaves/Preparing for the Glory

**Reading:** Kurt Vonnegut, Jr., *God Bless You, Mr. Rosewater*

**Due:** Final, Elegant Portfolios

**Task:** Final Conference Preparations

**Week 16**

“How Philanthropic Studies Majors Change the World: A Conference”

[place/time – tba]

2/10/10