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 P210 (must be cleared with University Enrollment Services)

4. Instructor Various

5. Course Title Philanthropy and the Social Sciences

Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

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: "Philanthropy and the Social Sciences" introduces the specialized approaches social sciences bring to the study of philanthropy, especially the diverse roles played by philanthropic acts and actors in society. Students will focus on the questions that figure prominently in social science research and teaching on 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. See attached.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. No overlap.

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. N/A

Submitted by:

[Signature]
Date Feb 15, 10
Department Chairman/Division Director

Dean of Graduate School (when required)

Approved by:

[Signature]
Date 3/4/10
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.

UPS 724 University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
PHST P210 -- Philanthropy and the Social Sciences
Professor Wittberg

Office: CA 303G    Ph: 274-4478    Email: pwittber@iupui.edu

Office Hours: TR – 9-11; W – 3-5

Course Description

Philanthropy and the Social Sciences (including sociology, anthropology, economics, communication studies, gender studies, ethnic studies and political science) offers an introduction to the specialized approaches social sciences bring to bear upon the study of philanthropy. The course surveys the issues and diverse roles played by philanthropic acts and actors in society as well as the problems and questions that figure most prominently in social science research and teaching on philanthropy.

Course Objectives

1. To introduce students to characteristic social science approaches to the study of philanthropy;
2. To generate exploratory discourse in which students learn to articulate their own ideas on how good work, the good life, and the good society are interrelated.
3. To enhance students’ critical thinking skills by applying them to concepts such as community and social change.
4. To provide enough structure to the course to provoke thoughtful discussions but enough flexibility that the students are free to adapt the class to their individual needs.
5. To consider the class as an intentional learning community and cultivate self-consciousness about how that community is shaped and governed.

Course Format

The course will be presented as an intentional learning community in which students are actively engaged in their own learning and assume responsibility for the classroom environment. Prior to class meetings, students will have read the assigned readings and posted a response to the OnCourse Discussion Forum. One student each class meeting will be responsible for summarizing some of the views expressed by fellow classmates and launching the classroom discussion with comments and/or questions.

Requirements

In addition to class participation and attendance (which are assumed), there will be 4 other course requirements. Two of these are tests: a midterm exam and the course final exam. The third requirement is to post the Discussion Forum responses. The fourth requirement is a five to ten-page paper, critically comparing the perspectives of two different social science disciplines on the study of philanthropy.
Grading

Discussion Forum Postings .......... 15%
Midterm .................................. 20%
Final Exam ............................... 25%
Paper ....................................... 30%
Class Attendance and Participation .... 10%

Grade Scale

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Required Readings:


Plus assorted library readings as indicated.

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 P210 curriculum supports all of the PULs. However, the principles related to Critical Thinking receive major emphasis in P210.

**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.

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, and class discussions.

P210 also places a minor emphasis on the principles related to **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.

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 P210 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 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.
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.

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 : //life.iupui.edu/caps/] and provides a Student Advocate for other personal and academic difficulties [http://
www.life.iupui.edu/advocate/].

Diversity Statement

PHST P210 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.
**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.

**Tentative Schedule of Assignments**

**Week 1:** Introduction: What is Philanthropy? What can the Social Sciences say about Philanthropy?
Assignment: Payton and Moody, Chapters 1 and 2

**Week 2**  
Psychology: The Psychological Bases of Altruism  

* Provided by the instructor

**Week 3**  
Psychology and Prosocial Behavior  

**Week 4**  
Who Gives? The overall picture  
Assignment: Brooks [entire text]

**Week 5**  
Who Gives: specific populations  
Assignment: Adrienne Lash Jones, “Philanthropy in the African-American
Experience” pp. 153-178 in J. B. Schneewind et al., Giving: Western Ideas of Philanthropy. Indiana University Press*

Week 6 Community: an Intellectual History
Assignment: Payton and Moody, Chapter 5
Wuthnow, entire.

Week 7 – Social Capital

Week 8 – Economic Perspectives: Nonprofits in a Mixed Economy: Options among Institutional Forms

Week 9 Economics as a Tool for Nonprofit Organizational Decisionmaking.

Week 10 Nonprofit Organizations
Assignment: Baggett, Chapters 1-3, 6

Week 11 Nonprofit Organizations
Assignment: Bartkowski and Regis, Chapters 3,4,5

Week 12 Public Policy
Assignment: Baggett, Chapters 4, 5.
Bartkowski and Regis, Chapters 1,2

Week 13 Public Policy
Bartkowski and Regis, Chapters 6,7,8
Payton and Moody, Chapters 4, 6

Week 14 Comparison of Perspectives: Sharing What You Discovered
[Students will summarize their papers as a first step in the class developing a coherent sense of what it learned about philanthropy and the social sciences. Material from these conversations will appear on the final exam.]

Week 15 Comparison of Perspectives (continued)

Week 16 Final Exam (TBA)