New Course Request

Indiana University

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

1. School/Division: Liberal Arts
2. Academic Subject Code: PHST
3. Course Number: P212 (must be cleared with University Enrollment Services)
4. Instructor: Julie Hatcher, Ph.D.
5. Course Title: Philanthropy and Civic Engagement
   Recommended Abbreviation (Optional) (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:
    Philanthropy and Civic Engagement offers an introduction to and a survey of approaches to
    the issues and values surrounding civic engagement and public support of giving and
    receiving, voluntary action, and actions taken in the name of the public good.

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.

Submitted by:  
Dean of Graduate School (when required)  

Approved by:  
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

UPS 724
PHST P212: Philanthropy and Civic Engagement

Professor Julie A. Hatcher, PhD
Email: jhatcher@iupui.edu  Phone: 278-2370
Office Hours: MW 11-2, and by appointment  Office: BS2010

Course Description

Philanthropy and Civic Engagement offers an introduction to and a survey of approaches to the issues and values surrounding civic engagement and public support of giving and receiving, voluntary action, and actions taken in the name of the public good.

Course Objectives

1. To introduce students to characteristic public affairs approaches to the study of civic engagement, philanthropy, service, and nonprofit organizations.
2. To explore the relationship between personal motivations, collective action, social movements, and changes in public policy.
3. To explore how and why government supports civic engagement, philanthropy, service, and nonprofit organizations.
4. To explore how and why organizations and associations support civic engagement, philanthropy, service, and nonprofit organizations.
5. To enhance students’ critical thinking skills by applying them to concepts such as voluntary action, community development, and social change.
6. 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.
7. 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 paper to the class 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

Each week, complete course readings before class; using Endnote, or a comparable online system, write the citation for each reading and take notes on readings, highlight key points, write definitions of key terms, and summarize main ideas and how these ideas relate to the topic of the day. These readings notes will be great benefit for the Final Take-Home exam.
There will be five quizzes during the semester based directly on readings assigned for class session; four highest quiz scores will be combined for a total of 40% of your final grade.

A group project will focus on using on-line resources to gather information about nonprofit organizations that advocate for change by influencing public policy. A list of nonprofit advocacy groups will be posted on OnCourse. Your group will be responsible for creating a PowerPoint presentation that provides the following information:

1. Mission statement of organization
2. Board members, and the social network created by the board
3. Key program areas
4. Funding sources and funding opportunities
5. Education materials for advocacy
6. How organization seeks to influence public policy
7. How organization involves voluntary action, through donations of time/money
8. Ah-hah’s about the organization
9. Advice to improve the organization’s web site
10. Other similar or collaborating organizations

An individual project will be to collect ten “clippings” over the semester from magazines or newspapers. Through the Collegiate Readership Program, there are free newspapers available on campus at various kiosks. “Clippings” must relate to topics in course content; feel free to bring clippings to class to share. For each clipping, write a 1-page summary of the clipping that includes three parts, including a) describe the topic and how it relates to course material, b) list 2-3 questions the article generates in your mind, and c) any ah-hah’s or connections you made about the article in relationship to course readings. Using a soft-side binder, submit 10 clippings and written summaries.

Take-home exam will be a choice of 1 out of 2 essay questions. The notes gathered from class and from weekly readings will be the basis for your answer. Exams will be graded based on demonstrated understanding of course content and integration of course readings. Citations from course readings must be used (thus the value of End Note or another online citation system) to demonstrate application of course readings in essay answer. Take-home essay exam must demonstrate excellence in writing, understanding and integration of course readings, and logical argument with evidence from readings to support your position. Estimated length of exam is 5 double-spaced pages, with bibliography of all sources cited.

**Required Textbooks**


**Selected Readings from**


**Grading**

Quiz on Readings (select four out of five) 40%
Group Project on nonprofit advocacy organization 15%
Individual project on “clippings” 15%
Final Take-Home Essay Exam 25%
Active Participation 5%

**Grade Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</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>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</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 P212
curriculum supports all of the PULs. However, the principles related to Critical Thinking receive a major emphasis in P212.

**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, presentation assignments, and class discussions.

P212 also places emphasis on the fifth IUPUI PUL, **Understanding Society and Culture**.

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

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

Your instructor will assess your mastery of the **Understanding Society and Culture** PUL by identifying the following in your work:

- Students choose to focus on issues of cultural traditions in their local and regional communities in class discussions and completing other course requirements;
• Students include in their individual project and take-home exam elements that anticipate impact on society and culture in local, regional, and national initiatives;
• Students pay special attention to social and cultural aspects implicit in the individual “clippings” project they complete;
• Students include considerations of the consequences arising from the conflicts they engage regarding social and cultural issues as they complete course assignments and participate in class discussions; and
• Students use their understanding of society and culture in developing contexts and positions as part of required course activities.

Your work in P212 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.

Academic Integrity

The purpose of this course is to help you learn to 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.

**Adaptive Educational 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 AES@iupui.edu.

**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/].

**Tentative Schedule of Assignments**

**Week 1**

- Constitutional Bill of Rights, Voluntary Association in American Democracy
  - *Voluntary action for the public good.* [Indiana]: Indiana University Center on Philanthropy, c1990.
  - “clippings” on philanthropy and nonprofit organizations gathered from summer magazines and newspapers;

**Week 2**

- Tyranny of the Majority, Dissent, Advocacy, and Lobbying
  - Barber & Battistoni, pp. 339-395
- De Toqueville, *Unlimited power of the majority in the United States and its consequences*
- Benjamin R. Barber, *The reconstruction of rights*
- Shirley Jackson, *The lottery*
- Martin Luther King, *Letter from the Birmingham Jail*
  - Guest speaker Miriam Murphy, Law Librarian, on bills and amendments

**Week 3**
- To Serve or Not to Serve – The freedom of disobedience
  - Selected readings from Barber & Battistoni, pp. 405 – 465
    - Thoreau, *On the duty of civil disobedience*
    - Ayn Rand, *The fountainhead*
    - Jane Addams, *The subtle problems of charity*
    - Ivan Illich, *To hell with good intentions*

**Week 4**
- Democratic theory and the role of citizens
  - Selected readings from Barber & Battistoni, pp. 5-55
    - John Dewey, *The search for the great community*
    - Thomas Jefferson, selected readings
    - Katherine Mansfield, *The garden party.*

**Week 5**
- Voluntary Associations and Social Movements – Case Study of Civil Rights Movement, Summer of Freedom, Voting Rights, Amendments
  - Randall & Tusa, *Freedom Summer*, pp. 1-28
  - Video on Freedom Summer

**Week 6**
- Continued discussion of Civil Rights Movement
  - Whitt, selected short stories from civil rights movement

  - Visit to Payton Philanthropic Studies Library – Fran Huehls, Librarian
    - How to find, use, and cite online resources such as GuideStar, Independent Sector, Foundation Center, websites

**Week 7**
- Group Presentations on nonprofit advocacy organizations (e.g., Sierra Club, Planned Parenthood, Green Peace)
  - Using Independent Sector, Foundation Center, GuideStar,

**Week 8**
- Federal Support of Service – Corporation for National and Community Service, AmeriCorps, AmericaReads, NCCC, VISTA Volunteers, Peace Corps
- Case Study of Peace Corps
- Hessler, Peter *River Town: Two Years on the Yangtze River*
- Kennedy, Special message to Congress on the Peace Corps, 677-679
- Obama, current statements on national service, Peace Corps legislation

- Panel discussion of faculty/staff who are former Peace Corps volunteers

**Week 9**
- Federal Support of Non Profit Organizations, tax policy, federal grants, contracted services
  - Anheier, Stakeholders, governance, and accountability, pp. 225-241
  - Anheier, State-nonprofit relations, pp. 281-300.

**Week 10**
- Role of Business and Civic Engagement
- Social Enterprise, Corporate Social Responsibility, Corporate Volunteerism
  - Panel discussion of local business representatives (e.g., Emmis Broadcasting Company, Community Redevelopment Fund from Bank, Indianapolis Power & Light)
  - “Clippings” from the Indiana Business Journal

**Week 11**
- Role of Mass Media and Civic Engagement
  - Independent Sector Research Brief on current rates of volunteering
  - CIRCLE Research Brief on current rates of voting
  - Project on portfolio/display board of “clippings” of newspaper and magazine representations due.

**Week 12**
- Role of Schools and Universities and Civic Engagement
  - Barber & Battistoni pp. 477 – 527
    - Barber, The civic mission of the university, 477-483
    - Dewey, The democratic conception in education, 501-507

**Week 13**
- Role of the United Way and membership organizations
  - History of community chest movement
Resources from the American City Bureau Records, by Brenda Burk from the Philanthropy Archives of the Ruth Lilly Special Collections and Archives

- Reading on United Way TBD

**Week 14**
- International disaster relief through government aid and voluntary associations
  - Reading on international disaster relief TBD
  - Doctors without Borders, International Red Cross

**Week 15**
- Civic-reflection activity and cognitive map of lessons learned
- Preparation for Take-Home Exam

**Week 16** Final Take-Home Essay Exam (due in class during scheduled exam period)