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 P375 (must be cleared with University Enrollment Services)
4. Instructor Variable
5. Course Title Philanthropy, Calling, and Community
   Recommended Abbreviation (Optional) Philanthr., Calling & Community

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 explores the intersections and overlaps among the concepts of calling, community, and the body of knowledge represented by Philanthropic Studies. These inquiries will provide groundwork for students to develop their ideas about their vocations and their commitment to making a difference in the world.

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 ______ percent are expected to be graduate students.
14. Frequency of scheduling: Once per year
   Will this course be required for majors? No
15. Justification for new course: Engages students in informed deliberation about how they intend to use their educations to make a difference.
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 11/11/10

Department Chairman/Division Director

Approved by:

[Signature]
Date 4/5/11

Dean

[Signature]
Date

Chancellor/Vice-President

[Signature]
Date

University Enrollment Services

Dean of Graduate School (when required)

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 P375: Philanthropy, Calling, and Community

Syllabus

Professor Turner

E-mail: rturner@iupui.edu;
Ph: 317-274-4200
Office Hours: TBA Office: TG 301

Goals

1. To encourage students to explore the intersections and overlaps among calling, career, and community in the body of knowledge represented by Philanthropic Studies as well as in their personal, public, and professional lives;
2. To use “calling” and “community” as points of definition for students developing a sense of mission as an educated person and the implications of commitment to personal and community goals;
3. To focus on concepts of vocation as represented in some important works in major philosophical and cultural traditions; and
4. To enable students to articulate their particular callings and begin naming their vocations.

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 P375, as in all IUPUI courses, many of the PULs are addressed. The particular PUL that receives the most emphasis in this course is the following, also from the above website: 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 and other course requirements;
- 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 class discussions and in completing class assignments;
- Students use the philanthropy autobiography to explore the dynamics of work in nonprofit public or professional settings they have encountered; and
- Students use the knowledge gained in a course in another discipline to ground their plans for making a difference, both in terms of the expertise they bring to doing good and their understanding of how the world works or might work.

P375 also places a minor emphasis on PUL #6 – Values and Ethics.

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

a. 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 and completing other course requirements;
- Students include in their career plans elements that anticipate impact on the public good through civic engagements in local, regional, and national initiatives;
• Students pay special attention to ethical dilemmas inherent in the actions they plan to take and in the experiences they include in the philanthropic autobiography;
• 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.

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 P375 should enhance your mastery of these academic aspirations.

Course Format

This course is presented in the format of an intentional learning community that entails commitment and engagement on the part of all students. Prior to each class session, students are to have completed all required readings and to have addressed all questions related to the readings in response sheets. This preparation is to foster active discussion in a respectful environment that values the contributions of all participants.

Requirements

At the last class of the semester students will submit a portfolio of work representing themselves as persons called to action in the world and ready to pursue a plan aimed at contributing significantly to the repair of the world. Students should shape the portfolio in whatever manner best captures their decisions about a calling by the end of the semester, but the portfolios should include at least the following:

1. An “Introduction” (3-4 pp.) which argues that the work in the portfolio meets the goals of the course and/or the IUPUI Principles of Undergraduate Learning (PULs);
2. A gathering of responses to the readings and a 1-2 pp. reflection on what they suggest about progress made toward meeting course goals;
3. A research report (8-10 pp.) on a topic related to service to the world or a “Personal/Professional Plan” paper; and
4. A philanthropy autobiography -- either new or updated (5 pp.).

Grading

“Introduction to the Portfolio” 10%
Engaged participation in class and completion of response sheets 20%
Research or Personal/Professional Plan Paper  40%
Philanthropy Autobiography  30%

Grading Scale

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Diversity Statement

PHST P375 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.

Class Participation

Most classes will be structured around discussion of assigned work and the issues and concerns that arise as part of those discussions. Participation in these discussions is a central part of the course and will count as an important part of the final grade. Intentional learning communities expect that you will be engaged by the reading of the texts and that you will engage in serious and sustained discussion of those texts. You are not asked to have correct answers or especially bright observations at the beginning of a discussion, but only to be willing to talk with other people about what a text means and how to get a better understanding of a text.

Attendance Policy

Because this course requires active and engaged involvement in day-to-day class discussion and activities, 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 texts and ideas -- 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 two
unexcused absences may result in a penalty to the final grade of up to a letter grade. Excused absences include 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 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/~uwcd](http://www.iupui.edu/~uwcd) 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/](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/].
**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**


**Schedule of Assignments**

Tues. Jan. 13 Introduction to the Course

**Reading:**


*Items with asterisks will be distributed by the instructor or made available in the “Resources” section of Oncourse..

Thurs. Jan. 15 Introduction (cont.)/Q&A on the Syllabus

**Reading:**

Berthold Brecht, “Places for the Night”*

**Assign:** The Philanthropy Autobiography

**Due:** A response sheet on the Brecht poem.
Tues. Jan. 20  Philanthropy and Calling
  Reading: Payton and Moody, “Chapters 1-3”
  Due: Response sheet

Thurs. Jan 22  Philanthropy and Calling (cont.)

Tues. Jan 27  Philanthropy and Calling
  Reading: Payton and Moody, “Chapters 4-6”
  Due: Response sheet

Thurs. Jan. 29  Philanthropy and Calling (cont.)
  Due: Philanthropy Autobiography to peers

Tues. Feb. 3  The Meaning of “Calling”
  Reading: Parker Palmer, *Let Your Life Speak*, 1-55
  Due: Response sheet

Thurs. Feb. 5  *Let Your Life Speak* (cont) 56-114
  Due: Response sheet
  Due: Philanthropy Autobiography to instructor

Tues. Feb 10  What Makes a Life Significant?
  Reading: *Leading Lives*, 1-40
  Due: Response sheet
  Assign: Research or Personal/Professional Plan paper

Thurs. Feb 12  Making a Difference: Vocation
  Reading: *Leading Lives*, 89-116
  Due: Response sheet

Tues. Feb 17  A Glimpse toward the Common Good/Learning about Community
  Due: Response sheet

Thurs. Feb 19  Writing about Your Calling: A Workshop
  Due: Paper topic proposal (2-3 pp.) or Proposal for Personal/Professional Plan paper (2-3 pp)
Tues. Feb 24  Work and Glory
Reading:  
*Leading Lives*, 181-244  
Due: Response sheet

Thurs. Feb 26  Choosing a Path
Reading:  
*Leading Lives*, 313-358, “The Road Not Taken” [458]  
Due: Response sheet

Tues. Mar. 3  The Place of Compassion
Reading:  
Daloz, et al, “Compassion: Living Within and Beyond Tribe”  
*Common Fire*, 55 - 79.  
Due: Response sheet

Thurs. Mar. 5  The Convergence of Discernment and Purpose
Reading:  
Daloz, et al, “Conviction: Developing Critical Habits of Mind”  
*Common Fire*, 102 -124.  
Due: Response sheet  
Due: A draft of your paper to your peers

Tues. Mar 10  The Idea of progress and Repairing/Reforming the World
Reading:  
Mary Shelley, *Frankenstein*

Thurs. Mar 12  Taking Literature Seriously
Reading:  
Essays on *Frankenstein* as assigned.  
Due: Papers to instructor

Mar 17/19  Spring Break – no classes

Tues. Mar 24  Meeting the Challenge
Reading:  
125-153.  
Due: Response sheet

Thurs. Mar 26  Facing Realities
Reading:  
Due: Response sheet

Tues. Mar 31 Who’s in Charge
Reading:
Leading Lives, 427-450
Due: Response sheet

Thurs. Apr. 2 A Conversation with a Philanthropist

Thurs. Apr. 7 Making an Impact with My Story
Reading:
Leading Lives, 451-486
Due: Response sheet

Tues. Apr. 9 Embracing an Inner Imperative
Reading:
Common Fire, 193-212.
Due: Response sheet

Thurs. Apr. 9 Acting from Our Best Selves
Reading: Bertolt Brecht, “A Good Man”*
Due: Response sheet

Tues. Apr. 14 Going Public with Your Calling
Students will peer review each other’s portfolios and then make short presentations to the class regarding their determinations about calling, career, and community.

Due: A draft of your portfolio, including your “Introduction.”

Thurs. Apr 16 Going Public (cont)

Tues. Apr. 21 Crafting a Plan
Reading:
Due: Draft portfolio to instructor

Thurs. Apr. 23 Stories of Important Lives
Reading:
Leading Lives, “Epilogue” 487-539

Tues. Apr. 28 Work on Your Portfolio – no class

Thurs. Apr 30 Completing the Tapestry – Calling, Career, and Community
Class sharing on highlights and insights from the course
Conclusions and Forecasts for the Future
Due: Final portfolios
Course Assignment Instructions

Personal/Professional Plan Paper

For the following project, refer to the readings in this course, outside readings, your service experiences, and relevant personal experiences. A minimum of five professional sources must be cited and documented. Write an 8 - 10 page paper (typed, double-spaced, 12-point font) addressing the following:

Identify the scope of your vocation and give it a name. Explicate as to how you have come to realize that this is your vocation at this time, including any catalyzing experiences or interactions with mentors. Craft your personal mission statement. Discuss the implications of your mission statement as affecting you in your personal and professional life, and your life in the community.

Research Report Paper

Your paper proposal should present an idea or theory you have developed about philanthropy and its connections to calling and career. You are to pursue that theory at sufficient depth and breadth to warrant an 8-10 page report on your theory, your support for that theory, and the conclusions your inquiry has produced. You should expect to ground your work in at least 5 significant resources and integrate that research into your argument.

Response Sheets

Response sheets represent your first, best ideas about the significance and structure of a reading. Your response should address four questions:

1. What is the most important suggestion this text makes?
2. How does it go about developing this suggestion?
3. What connection does this suggestion have to my personal life and/or to my world?
4. How has any of the work I've done in this process contributed to my mastery of the goals of this course or the IUPUI Principles of Undergraduate Learning?

Response sheets should show that you have engaged the text fully and thoughtfully, or at least enough to write at least 1-2 pp. in your responses to the questions. You will submit your responses in Oncourse under the “Assignments” page.
The Philanthropy Autobiography

In at least five pages trace the pattern of your encounters with philanthropy, both your experiences with giving and receiving and those that you have witnessed or been affected by. Keep in mind that this piece should be more than a listing of events; you should offer some sense of the pattern or thrust of your encounters with philanthropy. You should demonstrate a sense of the meaning and coherence of these encounters with philanthropic acts. Your presentation of your connections to philanthropy should make clear what you’ve learned both through coursework and personal reflections. You should develop a framework for understanding your own experiences with philanthropy within local, regional, national, and global contexts. As you develop this framework, you should incorporate what you have learned from the readings and discussions within this course and make those references clear. The autobiography should end with a sketch of your vision of yourself working and/or studying in the field in the near (and perhaps far) future.

In evaluating your philanthropy autobiography, your instructor looks for evidence that your have collected a broad and representative perspective on your connections to philanthropic acts and that you have brought these together into a coherent overview indicating your understanding of and appreciation of philanthropy. You should ground that understanding in the reading you have done and the discussions you have pursued within this course. Your philanthropy autobiography should point to specific local, regional, national, or global contexts that provide significance for your personal and professional experiences and understanding. The instructor will expect your autobiography to finish with a specific glance toward your future connections to philanthropy.

The Introduction to the Portfolio

The Portfolio Introduction (3-4 pp) will argue that the material in the portfolio meets the goals of the course. As in any argument, you need to provide specific and detailed support for your assertions, finding that support in your own work within the portfolio.

3-2-10