

philanthropy and/or philanthropic studies and/or your life or your world? The response sheets are due at the beginning of each class.

Philanthropic Autobiography (2-3 pages)

Trace the pattern of your encounters with giving and volunteering, both your experiences with giving and receiving and those that you have witnessed or have touched you in some way. Keep in mind that this piece should be more than a listing of events; you should offer some sense of a pattern that has emerged from your philanthropic activities and reflect on the values that your actions have expressed. The autobiography should put your own goals, values, and/or actions into the context of philanthropy.

Report on Service Learning Experience (3 to 4 pages)

One of the requirements for this course is to do 8 hours of community service. Three good choices for service-learning projects include: Service and the City, United Way Day of Caring, and Jaguar in the Streets. If these service experiences won't work for you, I will work with you to find a service-learning opportunity. In your written report, you should capture your reflections on your service experiences, including the nature of your experience, what you learned about giving and volunteering from it, and what difference it has made in your life. Your paper should make connections to one or more of the readings we've read in the class. The day papers are due, students will present an oral report in which they share the main points of their papers.

Position Paper on a Moral Dilemma Relating to Philanthropy (3 to 4 pages)

Students will take a position on a moral dilemma involving charity or philanthropy. Paper will articulate the student's position and explain rationale.

Paper Applying Philanthropic Concepts to Literature (3 to 4 pages)

Students will interpret a poem or short story with regard to the key philanthropic terms and concepts it addresses.

Grading:

Response sheets	30%
Philanthropic autobiography	15%
Report on service learning experience	15%
Position paper on a moral dilemma relating to philanthropy	15%
Paper applying philanthropic concepts to literature	15%
Unannounced quizzes on the readings	10%
	<hr/>
	100%

Course Values:

This classroom is an academic community that values and welcomes new and different perspectives on the world. In the conversations that we engage in during the course of the semester, difference and diversity are especially respected and valued. While traditions and inherited wisdom and common understandings are important to civic life, innovation and difference provide a crucial impetus for growth.

Attendance and Participation 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 and responding to the ideas and work of your peers – 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 attendance. More than four 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.

A Note on Written Work:

Creating and disseminating new knowledge is at the heart of any university's work. The nature of this 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 that they have done on their own and the work that they have received from others. Plagiarism is the use of others' work without properly crediting the actual source of the ideas, words, sentences, paragraphs, entire articles, music, or pictures. Using other students' work, with or without permission, is plagiarism if there is no acknowledgment of the source of the work. Plagiarism, a form of cheating, is a serious offense and will be punished severely. In cases where an instructor has determined that student is guilty of plagiarism, the instructor will follow the procedures outlined in *The Code of Student Ethics*, a copy of which should be available from your advisor or from the SLA Office of Student Affairs (CA 401). 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.

Principles of Undergraduate Learning

The PULs, which were approved by the IUPUI faculty in 1998, are the foundational skills that we expect all of our students to gain during their experience at IUPUI. The skills embodied in the PULs are gained in both the general education requirements and in the major field of study. The PULs, with the exception of the definition of critical thinking, were revised in January 2006. The revised PULs appear below.

- 1. Core Communication and Quantitative Skills** – The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology – the foundational skills necessary for all IUPUI students to succeed.

Outcomes: Core communication and quantitative skills are demonstrated by the student's ability to (a) express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats; (b) comprehend, interpret, and analyze ideas and facts; (c) communicate effectively in a range of settings; (d) identify and propose solutions for problems using quantitative tools and reasoning; and (e) make effective use of information resources and technology.

Course Work that Addresses the Above Skills: Response sheets (ability to comprehend, interpret and analyze reading material & to communicate effectively; 4 paper assignments (ability to synthesize and articulate ideas in writing); Class discussion (ability to articulate ideas orally)

- 2. Critical Thinking** – The ability of students to analyze carefully and logically information and ideas from multiple perspectives.

Outcomes: Critical thinking is demonstrated by the student's ability to (a) use acquired knowledge to understand new concepts; (b) apply knowledge to practical situations and make informed decisions; (c) analyze complex concepts logically and from multiple perspectives; (d) synthesize information and arrive at reasoned conclusions; and (e) evaluate the logic, validity, and relevance of data and conclusions.

Course Work that Addresses the Above Skills: Students will learn concepts regarding the foundations of philanthropy and apply those concepts to their own lives, a service-learning experience, a moral dilemma, and a short story (all 4 paper assignments).

- 3. Integration and Application of Knowledge** – The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional and community lives.

Outcomes: Integration and application of knowledge as demonstrated by the student's 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.

Course Work that Addresses the Above Skills: Students will utilize the concepts regarding the foundations of philanthropy to reflect on and enhance their own experiences of giving and volunteering. In response sheets, papers, and class discussions, students are invited to make connections to other courses, outside reading, and current events. All course readings, written assignments, and class discussions encourage students to see themselves and others as responsible and engaged citizens in a democratic society.

Schedule of Assignments

* This schedule is subject to change. All changes will be announced in advance and posted on Oncourse in adequate time for you to meet the revised requirements.

Week 1

Wed. 20 Aug. Introduction to the Course
Syllabus overview; overview of the nonprofit sector
In-Class: Bertolt Brecht - "Places for the Night" (Handout)

History of American Philanthropy

Week 2

Mon 25 Aug British and Colonial Patterns
John Winthrop, "A Model of Christian Charity" (DH 19-27)
Cotton Mather, "Bonifacius: Essays to Do Good" (DH 50-60)

Wed 27 Aug Benjamin Franklin, "Autobiography: Recollections of Institution-Building"
(DH 70-84)

Week 3

Mon 1 Sep Labor Day Holiday (No Class)

Wed 3 Sep American Revolution: Limited Government and Disestablishment
Thomas Jefferson, "Virginia Act Establishing Religious Freedom" (DH 100-02)

Fri. 5 Sep Service and the City – Service Learning Opportunity – 8:30 a.m. to 5 p.m.
8:30 a.m. - Campus Center (register at wow.iupui.edu or 274-3931)

Week 4

Mon 8 Sep Voluntary Association
Alexis de Tocqueville, "Political Associations in the United States" (DH)

Wed. 10 Sep Alexis de Tocqueville, "Of the Use to Which Americans Make of Public
Associations in Civil Society" (DH 142-53)

Week 5

Mon 15 Sep Philanthropy as Social Reform: The Settlement House Movement
Christopher Lasch, Introduction to *The Social Thought of Jane Addams* (OC)

Wed 17 Sep Selections from Jane Addams, *Twenty Years at Hull-House* (OC)
Selections from Jean Bethé Elshtain, *Jane Addams and the Dream of American
Democracy: A Life* (OC)

Week 6

Mon 22 Sep Nonprofit Organizations as Alternative Power Structures
Kathleen McCarthy, "Parallel Power Structures: Women and the Voluntary
Sphere" (DH 248-63)

- Wed 24 Sep W. E. B. Du Bois, “Economic Cooperation among Negro Americans” (DH 264-80)
- Fri 26 Sep United Way Day of Caring (9a.m. – 2 p.m.) – Service Learning Opportunity

Philosophical Approaches to Philanthropy

Week 7

- Mon 29 Sep Civil Disobedience as Philanthropy
Henry David Thoreau, “On Civil Disobedience” (OC link)
- Wed 1 Oct Martin Luther King, “Letter from Birmingham Jail” (OC link)

Week 8

- Mon 6 Oct Compassion as a Guiding Principle for Philanthropy
Leon Kass, “Am I My Foolish Brother’s Keeper? Justice, Compassion, and the Mission of Philanthropy” in *The Ethics of Giving and Receiving* (OC)
- Wed 8 Oct Responses to Leon Kass by Steven Sverdlik, Robin Lovin, and Charles Curran
(*Ethics of Giving and Receiving*) (OC)
Leon Kass, “A Response to Curran, Lovin, and Sverdlik” (OC)

Week 9

- Mon 13 Oct Individualism vs. Community
Ralph Waldo Emerson, “Self-Reliance” (OC)
- Wed 15 Oct Andrew Carnegie, “The Gospel of Wealth” (OC)

Week 10

- Mon 20 Oct Selections from Irvin Wyllie, *The Self-Made Man in America: The Myth of Rags to Riches* (OC)
- Wed 22 Oct Selections from Irvin Wyllie, *The Self-Made Man in America: The Myth of Rags to Riches* (OC)

Week 11

- Mon 27 Oct Robert Bellah, *Habits of the Heart: Individualism and Commitment in American Life*, Chapters 2 and 3 (OC)
- Wed 29 Oct Robert Bellah, *Habits of the Heart: Individualism and Commitment in American Life*, Chapter 11 (OC)

Week 12

Mon 3 Nov Christopher Lasch, Introduction to *The Needs of Strangers* (OC)

Wed 5 Nov Garrett Hardin, "Lifeboat Ethics: The Case Against Helping the Poor" (OC)
Garrett Hardin, "The Tragedy of the Commons" (OC)

Week 13

Mon 10 Nov Utilitarianism
John Stuart Mill, "Utilitarianism" (OC)

Wed 12 Nov Ursula Le Guin, "The Ones Who Walked Away from Omelas" (OC)

Literary Representations of Charity and Philanthropy

Week 14

Mon 17 Nov Philanthropy as a Civilizing Influence
Stephen Crane, "The Men in the Storm" (OC)
Stephen Vincent Benet, "The Bishop's Beggar" (OC)

Wed 19 Nov Philanthropy and Paternalism
Gwendolyn Brooks, "The Lovers of the Poor" (OC)

Week 15

Mon 24 Nov. Philanthropy and Power
Theresa Odendahl, "Culture, Generosity, and Power" in *Charity Begins at Home* (OC)
Anzia Yezierska, "My Own People"

Wed. 26 Nov Thanksgiving Recess (No Class)

Week 16

Mon 1 Dec Philanthropy and Race
Ralph Ellison, "Battle Royal," from *Invisible Man* (OC)

Wed 3 Dec Philanthropy and Class and Gender
Guy de Maupassant, "Boule de Suif" (OC)

Week 17

Mon 8 Dec. Moral Issues and Philanthropy
Edith Wharton, "The Rembrandt" (OC)
Henri Barbusse, "The Eleventh" (OC)

Wed. 10 Dec Humorous Approaches to Philanthropy by a Canadian Author
Stephen Leacock, "Mr. Plumter, B.A., Revisits the Old Shop" (OC)
Stephen Leacock, "The Whirlwind Campaign in Mariposa" (OC)