PHST 210-001 – Philanthropy and the Social Sciences
Days and Times Vary Per Semester
Location Varies Per Semester

Professor	**Professor Herzog**	E-mail	**Canvas Inbox**
Office Hours	**Varies per Semester**	O-Hours Process	**Sign-up in Canvas**

Course Description

This course introduces analytical approaches that the social sciences bring to the study of philanthropy. The course surveys the role of philanthropy in promoting social justice and civil society, including data about its intersections with important social issues, such as race, class, gender, youth, religion, and technology. The course introduces philanthropy analytics, both traditional modes of data collection and contemporary data science.

Course Objectives

The major emphasis of the course is the *Principle of Undergraduate Learning 5: Understanding Society and Culture*. Understanding Society and Culture encompasses the student's ability to recognize their own cultural traditions and appreciation for the diversity of human experience. The course develops the student's ability to:
1. Understand key social science approaches to the study of philanthropy.
2. Analyze how issues of race, class, gender, youth, and religion are interconnected with charitable giving, volunteering, and other forms of philanthropic activities.
3. Examine the relationships among individuals, organizations, and communities.
4. Apply knowledge to thoughtfully conduct an organizational analysis of a local nonprofit organization, philanthropic foundation, or voluntary association.

The course also emphasizes the *Principle of Undergraduate Learning 1A: Communication Skills – Express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats*. Clear, succinct, and persuasive writing is essential in advancing ideas in the philanthropic and nonprofit sector, and in high quality scholarship. Effective writing is a product of thought, reflection, revision, and proofreading and correction. Thus, students will learn to communicate effectively in this class through class discussions of assigned readings, written assignments, quizzes, and the final exam.

Course Priorities

- Sharpening of critical thinking skills through *scholarship-based analysis*
- *Reflection* before, during, and after readings, including in-class discussions
- *Dialogues* in class that are *reading-centered* and *thought-provoking*
- Quality *note taking* that facilitates and enhances internalization of learning
- Opportunities to challenge ability to *innovate* and *think creatively*
- *Grounding* new curiosities within *well-studied research* areas

Student Learning Outcomes

1. Social Scientist

Students will understand what it means to be a social scientist by learning to:
   a. Identify the topic, central thesis, and evidence presented in social science scholarship.
   b. Develop evidence-based reasoning (EBR) by citing specific data from valid sources.
   c. Analyze the complex issues of race, class, gender, youth, and religion with EBR.
   d. Evaluate the unintended consequences and social justice of interventions based on EBR.
   e. Synthesize information about social context and technology to propose needed changes.

2. Philanthropist

Students will apply what it means to be an evidence-based philanthropist by learning to:
   a. Understand philanthropy as a contested concept with many interests and constituents.
   b. Assess philanthropic actions by seeking answers to questions such as: who gives, how much, to whom, for which purposes, why, from what sources, and toward what ends?
   c. Contextualize philanthropy in its historical, social, political, and cultural contexts.
   d. Connect the role of private funding with public interests (or at least interests designed 'for the many') to critically evaluate intended and actual social impacts of philanthropy.
   e. Integrate evidence to critically think about social actions designed to benefit humanity.

3. Organizational Analyst

Students will integrate knowledge as an organizational analyst by learning to:
   a. Identify a legally recognized 501(c)3 nonprofit organization in the local area.
   b. Develop a questionnaire designed to elicit data about and context of an organization.
   c. Interact professionally with an organizational representative to conduct an interview.
   d. Apply course readings to the organization by citing relevant data and theories to evaluate the organization and its connection to key philanthropy and social science scholarship.
   e. Evaluate the organization as a case study of how the course content occurs in a real social setting, by engaging EBR in citing scholarship to assess its strengths and limitations.

4. Community Member

Students will further develop their human capacities as a community member by learning to:
   a. Care for each other by valuing the importance of community building efforts.
   b. Interact collegially with peers through group work, in and between class sessions.
   c. Teach each other by speaking up and contributing ideas about what information in the readings and course discussions makes sense, is confusing, and/or fits together.
   d. Model being an engaged and informed citizen who takes action to sustain the community.
   e. Assess personal and peer contributions to group discussions and course activities.

5. Presenter

Students will share their excitement for philanthropy and social science by learning to:
   a. Present with a group about what aspects of youth philanthropy they enjoy and value.

6. Writer

Students will form habits for engaging in life-long improvement by learning to:
   a. Write and revise ideas supported by EBR by responding to professor and peer feedback.

Required Readings

All readings are posted in Canvas for electronic viewing and/or download. The reading files are all available in the menu section labeled Readings. Each module also hyperlinks to the readings due within that module. Students are responsible for accessing all readings.

Optional Reading

Herzog, Patricia Snell, Casey T. Harris, Shauna A. Morimoto, Shane W. Baker, Jill G. Wheeler, A. Justin Barnum, and Terrance L. Boyd. 2020. *The Science of College: Navigating the First Year and Beyond.* Oxford University Press. ISBN: 978-0190934507. Available for free here: http://fdslive.oup.com/www.oup.com/academic/pdf/openaccess/9780190934507.pdf and here: https://iucat.iu.edu/catalog/18387944

Growth Mindset

A person with a growth mindset believes that they can learn (even when it is difficult) and that the key to learning is putting in effort. Learning is viewed as worthwhile, and enjoyable, even when it can sometimes be frustrating or challenging. I will do my best to support your growth mindset in our class, and I encourage you to do the same.

Course Activities and Assessments *The color coding below corresponds to each of Fink's (2013) 6 significant learning experiences.

Regular Canvas Use: This course relies upon regular usage of the Canvas course space. Students are responsible for regularly checking – *at least once or twice per week* – for updated materials, instructions, and course requirements. There are a total of 15 modules for this course, and the schedule lists when each module is due. The module for the coming week will be available by Friday of the previous week. Since this the Canvas space is so important to success in this class, students who do not regular interact on Canvas can be administratively dropped from the course.

Quizzes: The modules group into a total of 4 units, and there is a quiz at the end of each unit (4 quizzes). The quizzes are multiple-choice, true-false, matching, and other closed-ended response options (not short answer or essay format). This format is designed to measure the student's foundational knowledge, which is described by Fink (2013) as demonstrating competencies in understanding information and ideas. Foundational knowledge is the baseline upon which the other significant learning experiences are built, and students need to keep up with the course materials, readings, and discussions to perform well on quizzes. Quizzes are submitted on Canvas and are open-book and open-note (but not open-people).

Just-In-Time (JiT) Responses: In the social sciences, and in philanthropy, reading is crucial to understanding, and learning is the foundation of a democratic civil society. To enforce this value within the course, students are required to review 1-2 required readings prior to the class in which they are due. In addition, students need to submit Just-in-Time (JiT) responses to the readings shortly before each class period. There will be a reading response prompt included within each module for each of the assigned readings in the course schedule, and students need to submit these responses shortly before each class begins to demonstrate that they are keeping up with the reading, and to help the professor understand what students are comprehending or not from the readings. This will also provide students the opportunity to ask questions and clarify any confusions about the readings.

Organizational Analysis: To apply knowledge, there will be three organizational analysis assignments (#1-3), which contribute to the org. paper (#4: below). These assignments are related to a student-selected local non-profit organization or philanthropic foundation. The organization needs to be related to at least one of the course topics: wealth, gender, race, religion, education, youth, or technology.

Organizational Paper: To integrate learning and connect ideas across topics and applications, the organizational analysis culminates in a final paper. In this paper, students apply assigned readings toward analyzing their organization. At least one reading from each module of the first half (Modules 1-7) needs to be applied to the organization (a minimum of 7 readings). Additionally, one of the course topics (Modules 8-13, 15) needs to be engaged in greater depth, with at least 2 of the readings that module applied to the organization (a total min. of 9 applied readings).

Group Discussions: To discover how to interact more effectively with oneself and with others, there will be three graded group discussions. Students will get to teach each other by working together with their group members to formulate a post for the other groups on a unique topic. Initial posts will be followed by a Q&A session among the groups: groups will ask other groups questions, and answer questions.

Group Presentations: To care for each other in developing new interests, feelings, and values, students will work develop a group presentation on a youth philanthropy report, teaching the key points of the report to their classmates. presenting, students are invited to share their passion and creativity to help inspire their classmates to learn about the art and science of teaching young people to give. Groups will record and post videos of their presentations to share with the class.

Self and Community Assessments: In order to become better students and a stronger learning community, students will participate in self and community assessments, including providing constructive feedback to each of the groups on their youth philanthropy presentations and peer review of organizational analyses.

Course Grading

Grades are calculated according to the table below and based off the percentages below.

A+	97-100%	A	93-96.4%	A-	90-92.4%	C+	77-79.4%	C	73-76.4%	C-	70-72.4%
B+	87-89.4%	B	83-86.4%	B-	80-82.4%	D+	67-69.4%	D	63-66.4%	D-	60-62.4%

Course grades will be rounded as the following: .5 and above will round up while below .5 will round down. Grades are not rounded until the final course grade. *Earning at or below a 59.4% will receive an F grade.*

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Quizzes	20%
Just-in-Time Responses	20%
Organizational Analysis	20%
Organizational Paper	10%
Group Discussions	10%
Group Presentations	10%
Self & Community Assessments	10%

Class Culture and the Learning Process

This class is based on the belief that everyone has the capability to learn and improve evidence-based reasoning (EBR), and that EBR improves philanthropy and civil society. How we act as individuals and as a class will be the key to accomplishing our goals successfully. Please aim to:

- **Treat our time with respect.** We have a short amount of time together, so be ready to learn when class starts. This means you should come to class time with your mind ready for learning, put any distractions away, and stay engaged until class is finished.
- **Approach your classmates with kindness and encouragement.** Creating a successful class means being able to rely on those around us when we are in need. Be the type of person you would like to turn to when you are in need of help.
- **Struggle productively.** My goal is to give you what you need to make an attempt at each class activity and assessment, but I know that I do not expect for all of your learning in this class to come easily. If it was always easy, that would be a waste of your time. I want you to work hard, and I also want you to work productively. If you find yourself spending a lot of time without making any progress, or you get behind, reach out to me. I am happy to connect with you and help you in any way that I can along your journey.
- **Recognizing learning as a process.** This class is set up so that you do smaller amounts of work over a greater number of days. This is because evidence from learning science shows that an hour's worth of learning done over four days provides more benefits than four hours of work done on a single day. It is my job to provide you with the opportunity to learn in smaller doses throughout the semester, and it is your job to keep up with the course schedule in order to do that work in a good faith way.

Taxonomy of Significant Learning

The scholarship on teaching and learning emphasizes the validity of educational taxonomies that define measurable criteria to assess significant student learning. The approach in this class is based on Fink's (2013) significant learnings are visualized below.
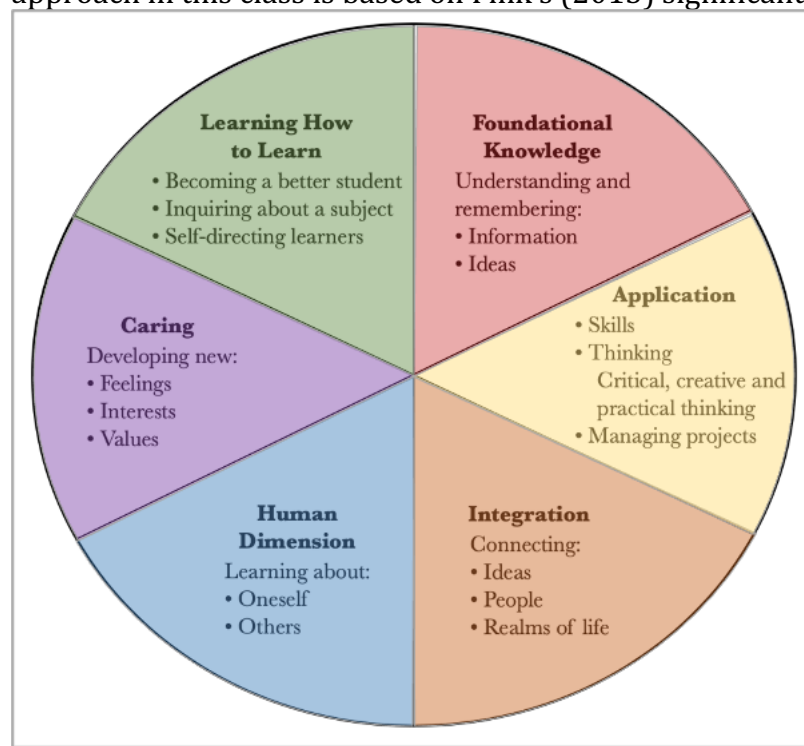
Six student significant learnings:
1. Foundational knowledge: knowledge about the phenomena associated with the subject and the conceptual ideas associated with those phenomena.
2. Application: an ability to use and think about the new knowledge in multiple ways, as well as the opportunity to develop important skills.
3. Integration: the ability to connect one body of knowledge with other ideas and bodies of knowledge.
4. Human dimension: discovering how to interact more effectively with oneself and with others.
5. Caring: the development of new interests, feelings, and values.
6. Learning how to learn: developing the knowledge, skills, and strategies for continuing one's learning after the course is over.

Source: Creating Significant Learning Experiences (Fink 2013).

Classroom and Online Etiquette
The 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, inherited wisdom, and common understandings are important to civic life, innovation and difference provide a crucial impetus for growth. Please include your classmates in our discussions and be open to what they have to say.

Civility, tolerance of difference, and freedom of expression are fundamental values in philanthropy. At times, civility requires that you be quiet and listen to the voice of others; at other times, civility requires that you speak up and advocate for yourself or others. It is expected that all classroom discussions will be civil. For some who contribute often, this means that you will sometimes need to be cognizant of the need to step back and let others contribute. For others, this means sometimes you will need to challenge yourself to speak up, even if it feels uncomfortable.

Compliance with COVID-Related Campus Health and Safety Rules
The university is concerned for the health and well-being of the entire community. The nature of COVID-19 is such that each of our individual actions affects not only our personal well-being but also those of every other person with whom we interact or share a space. Given the fluidity of the current situation, students and faculty alike will need to be adaptable and flexible as events may occur that necessitate a change in the course schedule or mode of delivery. To minimize the disruption that might occur if a student falls ill or is unable to attend classes for some other legitimate reason, class materials must be made available electronically to students unless the nature of the work makes this impossible.

To keep the IUPUI community safe, the university is requiring compliance with COVID-related rules on social distancing and the wearing of face masks on campus, especially in classrooms. Specifically, it is expected that every member of this course acknowledges the following university guidelines.

Face coverings: All students are expected to sign the [Student Commitment Form](#). Agreement to abide by the public health measures outlined in the form is a condition of physical presence on the campus this fall. Included in that commitment are requirements for wearing masks in all campus buildings and maintaining physical distancing in all campus buildings. Both are necessary classroom requirements that will help keep our community safe.
1. All students must arrive to class wearing a mask over their mouth and nose. If a student does not have a mask, the student must pick up a disposable mask (available throughout campus) before joining the class session.
2. If a student enters a class without wearing a mask, the student will be told by the faculty member that they must put one on.
3. If a student refuses to put on a mask after being instructed to do so, the instructor will request that the student leave the class and will [file a report](#) with the [Office of Student Conduct](#) in the Division of Student Affairs. If the student refuses to leave, the faculty member will end the class immediately, and file a report with the Office of Student Conduct in the Division of Student Affairs.
4. If a student comes to class without wearing a mask a second time and again refuses to put it on, the student will be told to leave and will be advised that they can only attend the online version of the course for the remainder of the semester. The faculty member will again file a report with the Office of Student Conduct.
5. If a student appears in class without a mask a third time the student will be administratively withdrawn from the course and will again be referred to the Office of Student Conduct. The student will not receive a refund of tuition or fees.

Electronic Devices
Electronic devices will often be employed during class to aid interactive learning. Students are responsible employing devices to aid learning and will be trusted not to instead become distracted by their devices. If devices are noticeably distracting to students (the student with the device or nearby students), students will be asked to put devices away and may therefore miss out on valuable points.

When Technology Fails
Technology can and does fail. Here is some practical advice:
- If home computer crashes, internet service provider goes down, or there is a documented power outage in the area, <u>use the university's computers to access and submit your work</u>.
- Have a back-up plan in place. Save work on Google Drive or OneDrive (it is free and unlimited), flash drives, and/or email files to self.
- Canvas is down periodically; access may be impossible at that time. Please wait and try later. UITS usually addresses problems immediately and restores service quickly.
- *The key to navigating past technology issues is to submit with plenty of time before due dates.*

Student Responsibility/Technical Difficulties Policy
- Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Canvas) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities.

Honors Option
Students enrolled in the IUPUI Honors College may pursue "For Honors Credit" as an option in this course, and I am happy to meet with any student interested in this to discuss the options. The Honors Contract, between myself and the student, will include the proposed assignment(s) and timeline for completion, in accordance with the IUPUI Honors College protocol: http://honorscollege.iupui.edu/forms/contract-info.html. The faculty member and student both sign the Honors Contract and submit it to the IUPUI Honors College. Students must earn a minimum grade of B in the course to receive honors credit.

Resources
The University Library is your gateway to a wealth of scholarship and sources. In addition to reference librarians, your contact at the Philanthropic Studies Library is Denise Rayman 317 278-2313 or drayman@iupui.edu. To access the library's collection and services, consult http://www.ulib.iupui.edu/.
The <u>University Writing Center</u> is a free service available to all IUPUI students, faculty, and staff, at both the graduate and undergraduate level. Students can go for help with all kinds of writing assignments and projects. The Writing Center offers students the opportunity to work one-on-one with experienced readers and writers, and can assist students with the development, organization, revision, and editing of written work. For more information or to schedule an appointment, consult http://www.iupui.edu/~uwc/.

Academic Honesty
Academic dishonesty consists of passing off another's ideas, work, writing, exam responses, etc., as your own. Violations include, but are not limited to, cheating on exams, having unauthorized possession of an exam, and submitting the work of another person as your own (aka, plagiarism). Cheating on exams, quizzes, or course assignments is an academic crime. If you cheat, you lessen the value of your own degree, and that of all your classmates. Value your education by respecting yourself and your peers enough to let your work stand on its own. Act with integrity in this class and throughout your academic career. Academic dishonesty will be treated very seriously, reported to the Dean, and can result in marks to academic records and potential expulsions.

Students are required to comply with all University policies regarding academic dishonesty (http://studentaffairs.iupui.edu/student-rights/student-code/) and other issues outlined in the official student rules. As a core part of its mission, IUPUI provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each IUPUI student is required to be familiar with and abide by the University's Academic and Professional Honesty and Integrity Policy. When in doubt about what constitutes academic dishonesty, please ask! Ignorance of this policy is not an excuse for noncompliance. *If you submit an assignment for one class that is substantially the same as an assignment for another class, without prior approval, this also constitutes academic misconduct.*

Americans with Disabilities Policy
The American Disabilities Act (ADA) is a federal antidiscrimination statue that provides comprehensive civil rights protection for persons with disabilities be guaranteed a learning environment that provides for reasonable accommodation. All services, programs, and activities at the University are accessible to students with disabilities. If you have a disability that interferes with your potential success in this course, please inform the instructor during the first week of class so special arrangements can be made. To receive special services, you must be registered with Adaptive Educational Services (AES): https://diversity.iupui.edu/offices/aes/index.html.

Other Accommodations
If you need other assistance, IUPUI's Student Advocate Office can guide you to departments, university policies, and other resources. The office is located in Room 350, Campus Center and https://studentaffairs.iupui.edu/advocacy-resources/get-help/index.html. There are also many resources to help maintain health and well-being while a student at IUPUI: https://studentaffairs.iupui.edu/health/counseling-psychological/index.html

Or, if you are concerned about the health and well-being of someone else (a fellow classmate, roommate, or friend) you can submit a care form or read FAQ's here: https://bct.iupui.edu/

Sexual Misconduct
IUPUI does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, the University can help. *It is important to know that federal regulations and University policy require faculty to promptly report complaints of potential sexual misconduct known to them to their campus Deputy Title IX Coordinator(s) to ensure that appropriate measures are taken, and resources are made available.*

The University will work with you to protect your privacy by sharing information with only those that need to know to ensure the University can respond and assist. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a Mental Health Counselor on campus. Information is at: http://stopsexualviolence.iu.edu/ and reports can be filed at: https://studentaffairs.iupui.edu/student-conduct/submit-report.html

Administrative Withdrawal
A basic requirement of this course is that you will participate regularly in class meetings and conscientiously complete all required course activities and/or assignments. Keep in touch with me if you are unable to attend, participate, or complete an assignment on time. If you miss more than half of the required activities within the first 25% of the course without contacting me, you may be administratively withdrawn from this course.

Administrative Withdrawal Example: *Our course meets twice per week; thus, if you miss more than four classes in the first four weeks*, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. Refer to this page for information about important drop, add, withdrawal and other dates: https://studentcentral.iupui.edu/calendars/official-calendar.html

Inclement Weather Policy
If the University is open, we will have class unless otherwise noted in the syllabus, announced in class, or posted on Canvas. If for whatever reason this changes, a Canvas announcement will be sent to the class. Check Canvas for any content from classes missed due to weather cancellations.

Emergency Procedures
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at https://protect.iu.edu/emergency-planning/index.html**.** If you are ever in a situation where you feel there is an immediate need or threat, please always remember to call 911 or our campus police – 317-274-7911. In addition, though we certainly hope we never have to deal with this type of situation, here is a video on what to do in an active shooter situation: https://protect.iu.edu/emergency-planning/procedures/active-shooter.html.

Syllabus Content, Schedule Changes, and Copyrights
The syllabus schedule and content may change at the discretion of the professor. Changes will be announced in class or on Canvas. Students are held to all requirements and expectations in this syllabus, and continued enrollment in the course is understood as agreement with syllabus policies.

Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, quizzes, in-class materials, and lecture or reading notes. Materials may only be downloaded or photocopied for personal use by students in this class and should not be redistributed.