

# Draft – March 5, 2015

Indiana University Lilly Family School of Philanthropy

IUPUI

PHST-P450 (11697): Capstone in Philanthropic Studies

Spring 2015 (3 credits)

**Instructors:** Tyrone Freeman, Ph.D. and Richard Turner, Ph.D.

**Contact Information:** [tyfreema@iupui.edu](mailto:tyfreema@iupui.edu) and 317-278-8974 or [rturner@iupui.edu](mailto:rturner@iupui.edu)

**Class Time and Location:** Mon/Wed 10:30-11:45 am, Philanthropic Studies Library, **UL2115G**

**Office Hours:** By appointment

**Office Location:** Office is in the Lilly Family School of Philanthropy, east side of campus in Sigma Theta Tau International Building; sign-in at the welcome desk as you enter the building, take elevator to 3<sup>rd</sup> floor.

**Course Location:** Room UL2115G in Payton Philanthropic Studies Library on the second floor of University Library.

## **Course Description**

This required course for PHST majors integrates the knowledge, skills, and values gained in Philanthropic Studies, to further prepare students to reach their educational and career goals. The seminar will be highly interactive with an expectation for active discussion of readings and meaningful engagement of students through their research and scholarly work. Discussions and assignments will guide students in articulating and presenting their achievements as Philanthropic Studies majors in the IU Lilly Family School of Philanthropy, both as successful undergraduates and as prospective contributors to their personal and professional communities.

Questions such as the following will be addressed: What is Philanthropic Studies? What is the value of Philanthropic Studies as a major and emerging field? What is your moral imagination and how will it improve the world? What have you learned as a PHST undergraduate that prepares you for your anticipated career? This course will contribute to student learning across a number of Principles of Undergraduate Learning, with major emphasis on *PUL 3, Integration and Application of Knowledge*, significant emphasis on *PUL 1A, Communication Skills*, and some emphasis on *PUL 2 Critical Thinking*. A significant focus of the course is placed on the learning outcomes for the B.A. program in Philanthropic Studies.

## **Required Textbooks**

Hallie, P. (1994). *Lest innocent blood be shed*. Harper Perennial. ISBN 0-06-092517-5

Krznaric, Roman. (2012). *How to Find Fulfilling Work*. Picador. ISBN-978-1-250-03069-6.

## Draft – March 5, 2015

### Additional Online Resources and Readings Posted on Oncourse

Additional readings will be assigned and posted in Oncourse under Resource Tab, and indicated by \*\* on the syllabus.

### Learning Objectives

Through this course, you will:

- Express a coherent understanding of Philanthropic Studies by articulating knowledge, skills, and dispositions you have gained through experiences and coursework at IUPUI.
- Gain authority and confidence in what you have learned and share this knowledge with others to influence positive change.
- Explore the values, ethics, and commitments of leaders, and articulate an emerging sense of how you will work with and lead others in your personal and professional lives and contribute to the common good.
- Demonstrate communication skills by writing effectively for varied audiences, presenting information to others to inform action.

### Philanthropic Studies and the Principles of Undergraduate Learning

IUPUI has developed a set of expectations for the undergraduate educational experience called the Principles of Undergraduate Learning (PULs). Each course contributes in unique ways to this campus goal for student learning. To a certain extent, the curriculum, readings, activities, and structure of PHST450 will support many of the PULs. However, *PUL 3 Integration and Application of Knowledge* receives a major emphasis in PHST450. In PHST 450, your instructors will assess your mastery of *Integration and Application of Knowledge* by identifying the following abilities in your work and class participation:

- Articulate personal values and explain how experiences in higher education shaped your goals and aspirations.
- Meet professional standards and competencies related to philanthropic endeavors.
- Articulate knowledge, skills, and dispositions to advance personal and professional goals.
- Analyze information and work across traditional course and disciplinary boundaries to address goals of society.
- Read, analyze, synthesize, evaluate and critically reflect upon course readings and primary and secondary resources.
- Ask insightful questions through disciplined thinking.
- Find and make use of quality information and data (e.g., course readings, primary and secondary sources) to support positions and inspire new ideas and action.

### Course Format and Requirements

The course will be conducted as a seminar in which students are actively engaged in their own learning and assume responsibility for the classroom environment. Assigned readings must be completed prior to each class and preparation for class discussion includes highlighting the text, taking notes of key points, and completing a Reading Response sheet.

## Draft – March 5, 2015

### Grade Composition

Your final grade in this course will be comprised of the following:

<i>Attendance and Participation</i>	<i>50 points</i>
Mind Map + 3 Topics (10 pts)	
Annotated Bibliography Entry (5 pts)	
Job Application, resume, letter (5 pts)	
Classroom participation (30 pts)	
<i>Ten Reading Responses</i>	<i>200 points</i>
<i>Research Paper</i>	<i>350 points</i>
Prospectus (50 pts)	
Annotated Bibliography (25 pts)	
Outline (50 pts)	
First Completed Draft (75 pts)	
Final Revised Draft (150 pts)	
<i>Digital Story Project</i>	<i>100 points</i>
Philanthropic Autobiography (25 pts)	
Concept: Script + Pictures (25 pts)	
Presentation (50 pts)	
<i>ePortfolio</i>	<i>300 points</i>
Collection/Selection Matrix (25 pts)	
Reflection #1 (25 pts)	
Introductory Statement Draft (50 pts)	
Presentation (50 pts)	
ePortfolio content (150 pts)	
<i>Total Points</i>	<i>1000 points</i>

### Assignment Due Date Policy

Assignments must be submitted in hard copy at the beginning of class on the due date (a 5% deduction will be taken for assignments e-mailed later in the day and a 10% deduction for assignments turned in after the due date).

# Draft – March 5, 2015

## **Grading Scale**

A+	97-100% (485-500)	B	83-86% (415-434)	C-	70-72% (350-364)
A	93-96% (465-484)	B-	80-82% (400-414)	D+	67-69% (335-349)
A-	90-92% (450-464)	C+	77-79% (385-399)	D	63-66% (315-334)
B+	87-89% (435-449)	C	73-76% (365-384)	D-	60-62% (300-314)

## **Active and Informed Participation and Attendance**

Preparation, attendance and participation are essential to your success in the capstone seminar. You are expected to attend each class, arrive on time, and be prepared to ask informed questions and participate in discussions. By this point in your education, active participation is expected as is attendance. Anticipated absences must be cleared with the instructor first and unexpected absences must be fully documented and explained. You are responsible for contacting another student to gather information on any work that you miss, and missing class is no excuse for not turning in an assignment on time. In order to earn credit for attending the seminar, you must attend the entire session.

## **Academic Integrity**

This course will help you formulate and express your own ideas; therefore all of the work you turn in should be your own and any use of others' work must be properly acknowledged and documented. We will discuss 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 or assignment, failing this course and being referred to the Dean, or being expelled from the university. The Code may be found at <http://www.iu.edu/~code/index.shtml>.

A basic requirement of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. If you miss more than half of the required activities within the first 25% of the course without contacting us, you may be administratively withdrawn from this course. Administrative Withdrawal Example: Our course meets twice per week; if you miss more than four classes in the first four weeks, you may be withdrawn. 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. FMI visit <http://registrar.iupui.edu/withdrawal-policy.html>.

## **Advice for Written Assignments**

- Make claims based on evidence.
- Write introductory and concluding paragraphs.
- One main idea per paragraph and each paragraph has topic sentence to introduce idea.
- Use transitional phrases to link paragraphs (e.g., although, however, in addition)
- Avoid "it" at the beginning of a sentence.
- Avoid contractions (e.g., didn't) in formal writing and presentations.

## Draft – March 5, 2015

- Check spelling and proof read the paper for clarity of thought; gain feedback from others.
- Keep verb tense consistent throughout the paper.
- Place the citation directly after the quote (Coles, 47).
- Integrate quotes to support an idea vs. “tacking on” a quote. Quotes are not self-explanatory. You should introduce each quote and then follow it with an explanation as to how it makes the point you say it makes.
- Use correct citation, and include citation(s) on every paper submitted.
- Submit bibliography for major assignments to document sources used and quoted.
- *Use any additional writing advice discussed in class.*

### **Campus Writing Center**

For additional help with your coursework, visit the Writing Center, a free resource provided by the campus. Students who work with tutors over the course of the semester normally see dramatic improvements in their writing. A tutor can assist at any stage of progress, from brainstorming to final revisions. The Writing Center has two locations: Cavanaugh 008H (274-2049) and the Reference Room in University Library (278-8171). FMI to <http://www.iupui.edu/~uwc/>.

### **Adaptive Educational Needs**

Contact Adaptive Educational Services if you have special needs that relate to your ability to perform satisfactorily in this course. Sometimes this allows students for extra time to complete online take-home exams. 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](mailto:AES@iupui.edu).

### **Civility on campus and in the classroom**

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. Likewise, the campus values civility and the following captures the Chancellor’s Civility Statement, [www.iupui.edu/administration/chancellorsnews/civility97.htm](http://www.iupui.edu/administration/chancellorsnews/civility97.htm).

# Draft – March 5, 2015

## Description of Assignments

*See further information on assignments under Resources tab in Oncourse*

### **Ten Reading Responses (20%)**

During the semester, regularly submit reading responses to demonstrate your understanding and interpretation of the readings assigned for class sessions. A total of ten should be submitted within the semester. Upload the Reading Responses by 11:59 pm Sunday, before Monday's class, or on Tuesday for Wednesday's class. *Late Reading Responses are not accepted.* Each Reading Response should be approximately 1-3 pages; double-spaced. Use the Reading Response Form (located in Oncourse under Resources) provided by the instructors to review and comment upon the content of the reading.

The Reading Response Sheet provides space for the identification of the text, date and student and poses four questions about the reading:

1. What is the most important suggestion that this text makes?
2. How does the reading develop and support that suggestion?
3. How does the focus and argument of the reading connect to your life and the world around you?
4. How does what you have done in this assignment contribute to your mastery of PHST-P 450's course goals, the BA program learning outcomes, and/or the IUPUI Principle of Undergraduate Learning #3 Integration and Application of Knowledge?

Thoughtful consideration of these questions and submission of your response to them will prepare students to engage in discussion and analysis of the topics at hand.

### **Capstone Research Project: Research Paper (35%)**

After mapping out learning from PHST courses to date, identify an issue that you care about, or an idea that catches your curiosity. What are you passionate about? What would you like to know more about (e.g., a person, an event, a challenge to the field of philanthropy, a social issue and how it is addressed through philanthropic activity)? What area of expertise would be helpful to you in the near future? The topic is up to you, yet must be approved, and should not replicate your earlier course work. The topic should be suitable for a 10-12 page research paper and also support your ability to take concrete action to influence positive change. Sources must include peer-reviewed journal articles (6-8), books, academic websites, and may include personal interviews.

The goal of this research paper is to a) demonstrate a deep understanding of a topic of your choice, b) demonstrate your ability to conduct independent research, c) gain confidence in asserting and defending a position based on evidence gathered, d) be able to use this information to take positive action, and e) present your research in a convincing format to others. Complete the *Prospectus* for approval of your topic by **Monday, Feb 9**. An *Annotated Bibliography & Outline* of the paper is due on **Monday, Feb. 23**. Completed first drafts of your research papers

## **Draft – March 5, 2015**

are due in class on **Monday Mar 23**. Because we are looking for excellence, this first draft must be complete and submitted so that you may benefit from both peer and instructor feedback before submitting the final draft on **Monday, April 6**.

Because Philanthropic Studies is committed to bridging knowledge into practice, your research paper should include an action plan for applying what you have learned to the real world. Building upon the knowledge gained through your independent research project, apply this knowledge to create new ways to take action. Identify ways to make a difference and take action that demonstrates your competency to create positive change. For example, you might plan to write a grant, write letters, host an event in Democracy Plaza, raise funds, create a brochure or video to increase awareness, convene a meeting of key stakeholders, create a useful product for an organization, or meet with change agents.

### **Narrative Script and Digital Story (10%)**

A Digital Story is a digital video clip, told in the author's own voice, illustrated mostly with still images, with a musical track added for emotional effect. For this course, the digital story should capture your narrative of what you have learned in college, and where you see yourself going in your career. According to the Center for Digital Storytelling, there is a recognized process for developing a digital story (Stephenson, 2006). However, depending upon the software you use, you may not follow this order:

1. Script development: write the story, often with a group called a story circle to provide feedback and story development.
2. Record the author reading the story (audio recording and editing).
3. Capture and process the images to further illustrate the story (image scanning and editing).
4. Combine audio images (and any additional video) onto a timeline, add music track (video editing).
5. Present or publish finished version of the digital story.

With permission from students, these digital stories may be used on the Lilly Family School of Philanthropy website to introduce stakeholders to graduating seniors.

You need to prepare a 200-400 word script and gather 10-15 images and select music as well. The narrative script will be shared with peers for feedback. Most people speak 100 words per minute, so your video will be no longer than 4 minutes long. Your images do not all need to be pictures of you or pictures you have taken. Feel free to use logos, still art, or something you have created to best illustrate your ideas. Check out Google Images, Flickr, IUPUI photos ([photos.iupui.edu](http://photos.iupui.edu)), or any Creative Commons for free images. Kristin Norris from the Center for Service and Learning will visit our class and walk through the process of digital storytelling creation and be available as a resource for your assistance.

### **Capstone ePortfolio (30%)**

A portfolio is designed to capture excellence. Just as artists create portfolios of their work, so do students and professionals who need to demonstrate their competencies to others in a

## Draft – March 5, 2015

systematic way. A portfolio provides evidence of the knowledge, skills, and abilities you possess. Oftentimes portfolio is taken to a job interview. Structuring a portfolio in a useable format is valuable for you and your audience(s), and having materials readily accessible to submit or revise is important. For this course, you will create an Electronic Portfolio (ePortfolio), which is a digital version created online.

The eportfolio should include, but is not limited to, the work you have done for this course, introduced by a statement of your strengths and your aspirations as well as an argument as to how the work in the eportfolio shows that you have met the goals of the course, the Philanthropic Studies program, and the IUPUI Principles of Undergraduate Learning. The capstone portfolio will also be used as evidence to assess the new undergraduate program in Philanthropic Studies.

For the Capstone course, you will create an eportfolio which can also be distributed to your audience(s) in hard copy form. The artifacts (or components) of your eportfolio will be submitted via Oncourse throughout the semester. At the end of the semester, you will utilize the Presentations function of Oncourse to present your portfolio to the class. The Presentations function allows you to share your portfolio by creating an interactive website for it. Experts from the IUPUI Center for Teaching and Learning will assist the class in producing these website presentations.

The Capstone ePortfolio should include, but is not limited to the following documents:

- Introductory statement to the eportfolio – *see Resource section Capstone ePortfolio that provides further information on introduction*
- Philanthropic Autobiography and Digital Story
- Artifact #1: Meets PHST Learning Outcome #1: Understanding Philanthropic Traditions in Societies
- Artifact #2: Meets PHST Learning Outcome #2: Understanding Ethics, Values, Norms & Motivations in Philanthropy
- Artifact #3: Meets PHST Learning Outcome #3: Understanding the Role of Nonprofit Organizations in Society
- Artifact #4: Meets PHST Learning Outcome #4: Using Communication Skills Effectively for Varied Audiences
- Artifact #5: Meets PHST Learning Outcome #5: Using Interpersonal Skills to Address Issues
- Artifact #6: Meets PHST Learning Outcome #6: Articulating Philanthropic Values, Civic Identity, and Strategies for Increasing Capacity to Take Action
- Artifact #7: Capstone Research Paper
- Current Resume
- Other information you may find beneficial to include

Some of these items have been integrated as homework assignments throughout the semester, but many of them may be pulled from prior coursework or campus activities. The learning outcomes referenced relate to the Outcomes of the Philanthropic Studies Undergraduate Program, an assessment tool developed and approved by the Philanthropic Studies faculty. Students will select previous assignments completed which they feel best reflect achievement of the identified learning outcome.

# Draft – March 5, 2015

## Schedule of Topics, Reading, and Assignments

*(This schedule may be revised during the semester due to unforeseen circumstances, like weather. Revisions will be announced in class and posted in Oncourse. Readings marked with \*\* will be posted under Resources Tab.)*

### Week 1: Jan. 12/14

- Monday: Introduction to Capstone Seminar
  - Introduction to capstone course, syllabus, books, one another, seminar expectations, and the Reading Response format
- Wednesday: Philanthropic Studies: Theory and Practice
  - Read: *Turner, Philanthropic Studies as a Central and Centering Discipline in the Humanities* \*\* (OnCourse, Resources Tab- handout)
  - Read: Bertolt Brecht, "Places for the Night"\*\*
  - Due: Write Reading Response #1 on the Brecht poem for review by peers (bring to class)

### Week 2: Jan. 19/21

- Monday: MLK DAY Holiday; No Class
- Wednesday: Research in Philanthropic Studies: The Example of History
  - Read: Andrea Walton, "Introduction: Women and Philanthropy in Education--A Problem of Conceptions"\*\*
  - Read: Tyrone Freeman, "Beyond Hegemony: Reappraising the History of Philanthropy and African-American Higher Education in the Nineteenth Century"\*\*
  - Due/Post: Reading Response #2 on Walton or Freeman by 11:59 pm **Tuesday, Jan 20**

### Week 3: Jan. 26/28

- Monday:
  - Due: Draw a Mind-Map identifying key topics explored in each of your prior PHST courses, share with peers in class and submit
  - Due: Identify 3 potential topics of curiosity for Capstone Research Project
  - Read: Material in Oncourse focused on the Research Project
- Wednesday: The Rationale for Research
  - Reading: Guo & Saxton, "Tweeting for Social Change"
  - Due/Post: Reading Response #3 on Guo & Saxton by midnight **Tuesday, Jan 27**
  - Due: Updated Philanthropy Autobiography

### Week 4: Feb 2/4

- Monday: Introduction to ePortfolios
  - Read: Miller & Morgaine, "The Benefits of eportfolios for Students and Faculty in Their Own Words"
  - Due: Reading Response #4 on Miller & Morgaine by 11:59 pm on **Sunday, Feb 1**
- Wednesday: ePortfolio Collection and Selection of Artifacts

# Draft – March 5, 2015

## Week 5: Feb. 9/11

- Monday: Introduction to ePortfolio Technology
  - Guest: Mark Alexander, Center for Teaching and Learning
- Wednesday: ePortfolio Development: Understanding Audience and Building Themes and Coherence
  - Due: Selection Matrix

## Week 6: Feb 16/18

- Monday: Thesis Statement Workshop
  - Due: Annotated Bibliography Entry
- Wednesday: The Conversation about Research
  - Due: Prospectus/Thesis Statement Draft

## Week 7: Feb. 23/25

- Monday: Organizing Arguments
- Wednesday: The Current State and Future of Philanthropy
  - Guest Speaker: Dean Amir Pasic, IU Lilly Family School of Philanthropy
  - Due: Research Paper Outline and Annotated Bibliography

## Week 8: Mar 2/4

- Monday: Case Study and Advanced Conversations on Voluntary Action
  - Read: *Lest Innocent Blood Be Shed*, p. 1-138
  - Due/Post: Reading Response #5 by 11:59 pm **Sunday, Mar 1**
  - Due: ePortfolio Reflection #1
- Wednesday: Case Study and Advanced Conversations on Voluntary Action
  - Read: *Lest Innocent Blood Be Shed*, p. 139-293
  - Post: Reading Response #6 by 11:59 pm **Tuesday, Mar 3**

## Week 9: Mar. 9/11

- Monday: Advanced Conversations in Philanthropic Studies and Peer Review of Writing
  - Read: Understanding Philanthropy Chapters 1-3
  - Due: Draft of first pages of Research Paper
  - Post: Reading Response #7 by 11:59 pm **Sunday, March 8**
- Wednesday: Advanced Conversations in Philanthropic Studies and Peer Review of Writing
  - Read: Understanding Philanthropy Chapters 4-6
  - Due: Draft of first pages of Research Paper
  - Post: Reading Response #8 by 11:59 pm **Tuesday, March 10**

## Week 10: Mar. 16/18 SPRING BREAK—NO CLASS

## Draft – March 5, 2015

### Week 11: Mar. 23/25

- Monday: Introduction to Digital Stories
  - Guest Speaker: Kristin Norris, Center for Service and Learning
  - Due: Completed First Draft of Research Paper  
Submit via Oncourse Assignments before class starts at 10:30 and bring hard copy to class on Wednesday
- Wednesday: Revision and Rewriting Workshop
  - Due: Bring hard copy of first completed draft to class
  - Due: Read assigned classmate's paper and bring written comments/feedback to class to exchange with your partner

### Week 12: Mar 30/ April 1

- Monday: Revision and Rewriting Workshop II
  - Due: ePortfolio Introductory Statement
  - Guest Speaker: Heather O'Connor, Executive Director, Kackemak Family Planning, Homer, Alaska
  - View and explore Heather's eportfolio here: <http://nonprofitdevelopment.me/>
- Wednesday: Peer Review of Digital Story Concept
  - Due: Digital Story Script, list of pictures/music
  - Discuss: Portfolio contents and format

### Week 13: April 6/8

- Monday:
  - Read: *How to Find Fulfilling Work*, p.1-93
  - Due/Post: Reading Response #9 by 11:59 pm **Sunday, Apr 5**
  - Due: Job application and letter
- Wednesday:
  - Read: *How to Find Fulfilling Work*, p. 97-195
  - Due/Post: Reading Response #10 by 11:59 pm **Tuesday, Apr 7**

### Week 14: April 13/15

- Monday: Digital Story Presentations
- Wednesday: Digital Story Presentations

### Week 15: April 20/22

- Monday: O P E N
- Wednesday:
  - No Class; Work on ePortfolios

## **Draft – March 5, 2015**

### **Week 16: April 27/29**

- Monday: Due: ePortfolio Presentations
- Wednesday: Due: ePortfolio Presentations
  - Complete Course Evaluations

### **FINALS WEEK: May 4/6-8 (Celebration TBD)**