# Course Information

Course Number and Title: CADS 1700 Giving and Sharing

Instructor: Peter C. Weber, PhD.

Class time: 12:30 pm - 1:45 pm

Classroom: Draughon Library 4041

## Contact Information:

Office: 372E Spidle Hall

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Office hours: TR 2:00-4:00 and by appointment

Course Description: CADS 1700 Giving and Sharing. An exploration of traditions of American philanthropy. Students will reflect on their experiences with giving and apply philanthropic traditions to their own lives, service experiences, educational and professional goals, and visions for a better world. The course includes a service-learning component. (3 credit hours).

Course Prerequisites: None.

# Outcomes and Objectives

Student Learning Outcomes (SLOs): Students will

1. Articulate critical issues, distinctions, and concepts regarding the structure and evolution of the American practice of charity and philanthropy.
2. Discuss trends and patterns in the public conversation about and practice of American philanthropy.
3. Apply concepts in philanthropy to past experiences with giving and volunteering in a philanthropic autobiography.
4. Reflect on a service-learning experience conducted during the semester and apply that experience to one or more of the key concepts in philanthropy.

Objectives: The goal of the course is

1. Assess knowledge and beliefs regarding a wide range of issues impacting the nonprofit sector, now and in the future.
2. Deepen understanding of the impact of trends and issues on the work of the nonprofit sector through a service-learning experience with a local nonprofit organization.
3. Examine the relationships among individuals, nonprofit organizations, philanthropic foundations, communities, and diverse cultures.
4. Engage in high impact activities to understand philanthropy in real-world contexts.

# Assignments, Grading and Class Materials

Assignments:

The assignments are listed below with weights and short descriptions (additional guidelines and rubrics are available on Canvas). In-class activities will support the learning process and help review for midterm and final exams. These exercises and quizzes will not be graded. **No unannounced quizzes will contribute to the final grade**.

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| **Due date** | **Assignment** | **Weight** |
| Ongoing | Participation (attendance; participation; discussion questions) | 20% |
| September 9 | Philanthropic autobiography | 5% |
| October 5 | Giving and sharing in public discourse | 5% |
| October 19; November 30 | Service learning (I and II) | 25% |
| December 8 | Career track exercise | 15% |
| September 14; October 21; November 18 | Exams (3) | 30% |

**Participation (20%):** The participation grade will be updated on a weekly basis to allow students to monitor their progress. The participation grade includes:

1. Attendance (25 points): I expect the class to be almost exclusively discussion based, so attendance is mandatory.
2. Participation in class discussions (25 points): Preparation and participation are crucial to success in your university education. Read and analyze the assigned material before class, ask questions, and comment thoughtfully throughout the course.
3. Responses to discussion questions (5 points per question; total 50 points): Each student should answer the discussion questions before the beginning of the class (answers should not be longer than 250 words), post the answer on Canvas, and bring a hard copy to class.

**Philanthropic autobiography (5%):** The philanthropic autobiography should describe how you came to experience and learn about charitable giving and what motivates your philanthropy. This is more than a list of events or activities. Offer some sense of a pattern that has emerged from your philanthropic activities and reflection on the values that your actions have expressed. This paper will be approximately 2 pages long.

**Giving and sharing in public discourse (5%):** Students are required to identify a short video clip (such as a video clip or an excerpt from a film) that sheds light on issues involving philanthropy or nonprofit organizations. The video clip should be approximately 5 minutes. Students must submit a one-page report explaining how the video clip relates to philanthropy and nonprofit and present their video clip to the class.

**Service learning (30%):** Students are required to complete 10 hours of service during the semester. The organizations hosting the service learning opportunities may require masking and testing for COVID-19.

1. Service-Learning Journal #1:As part of the service-learning component of this course, students will volunteer at a local nonprofit organization and prepare a report that addresses the following questions. Service-Learning Record Sheet must be attached to receive credit for this assignment. (Length 3-4 pages.)
   * What is the organization’s name? What is its mission statement? What are the programs and/or services it provides to the community?
   * Why did the student select the organization? What were the personal connections and interests in the organization’s work?
   * What were the purposes of the volunteer activity in which the student participated? Provide a description of the activity, the number of volunteers and their roles, the audience served, etc.
   * What functions does the organization perform? What are the issues in the community that are being addressed by the activity? Provide a detailed description of the trend or issue, its importance to the community, and the role of the organization in addressing it.
2. Service-Learning Journal #2:Students must submit a final report on their service-learning activity. The report must include a discussion of the following point. Service-Learning Record Sheet must be attached to receive credit for this assignment. (Length 3-4 pages.)
   1. Detailed account of the service provided.
   2. Description of the ways the service met the organization’s mission and the impact of the service on the community.
   3. Personal reflections about the service experience.

**Exams (30%):** Three exams will be assigned throughout the semester to check understanding of key concepts. The exams cover lecture material, course readings, and videos. Each exam contributes 10% toward your final grade and will count 100 points (50 points for individual answers and 50 points for group answers). Students will first complete the exam questions individually and then they will complete the same questions as a group.

**The career track project (15%):** The exercise invites you explore career opportunities in the nonprofit sector, or more broadly careers with a positive public impact. Students are required to review job postings and identify through a process of brainstorming, analyzing, and synthesizing at least two career tracks.

Grading and Evaluation Procedures:

Writing expectations: In all assignments, the grading process will consider writing quality. Grammatical and punctuation errors, as well as repeated typos will significantly lower the grade. Particularly in small nonprofit organizations, all staff members are responsible for a great deal of writing. Grammatical or punctuation errors raise red flags as they suggest that the writer either has poor attention to detail or did not take the time to edit.

Deadlines: Assignments must be posted on Canvas by the deadline. Extensions without grade penalty will be considered on a case-by-case basis and only under extraordinary circumstances (any excuse for a late or missing assignment/exam must be documented). No assignment will be accepted after five days from the due date – in the case of excused absence(s), see policies on excused absences and make up policies on p. 6.

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| **Grading Scale** | | |
| **Letter grade** | **Percentage points** | **Definition** |
| A | 90-100% | Exceptionally high quality: master of course content at the highest level of attainment |
| B | 80-89% | Good quality: strong performance demonstrating a high level of attainment |
| C | 70-79% | Satisfactory (average) quality: A totally acceptable performance demonstrating an adequate level of attainment for a student |
| D | 60-69% | Poor quality, but passing: A marginal performance demonstrating a minimal passing level of attainment |
| E | 0-59% | Failure: almost no understanding of the course content |

Withdrawal policies:

* Students may withdraw with no grade assignmentuntil September 3rd; November 19th is the last day to withdraw from a course with no grade penalty, although a W will appear on the student’s transcript if the student withdraws between September 3rd and November 19th).
* Students who withdraw from the course between August 21st and September 3rd will pay a course drop fee of $100.

## Class Materials

All readings not included in the textbook are available on Canvas.

Canvas: All course information is on Canvas. Students should familiarize themselves with Canvas, as all assignments must be submitted via Canvas. Via Canvas, students have also access to all assignments, readings, and assignment guidelines/rubrics on Canvas, and will be able to monitor their academic progress as all grades will be regularly posted.

A student troubleshooting support page for Canvas is available here: <http://wp.auburn.edu/biggio/canvas/student-help/>

Technical support for students is available through the Help Desk.

# Classroom Policies

## COVID-19 policy

The university permits individual faculty members to require face coverings in their classrooms and instructional laboratories. All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the classroom, laboratory, studio, or office. Failure to comply with this requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Classroom Behavior Policy (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) for additional details.

## Policies on Class Attendance, Submission of Late Written Assignments, Missed In- Class Work and Missed Examinations:

Excused Absences: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.

Make-Up Policy:Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will mirror the regular exams.

Communication: Students are responsible for checking class email, Canvas messages, and Canvas announcements. Course related material and information, including assignment information, change of schedules, field trip details, will be regularly shared via class email and canvas announcement.

ADA Policy: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Academic Honesty: All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

A paper submitted for another class will not be accepted in this class will not be accepted in this class.

Using another student’s work as your own will be viewed as a dishonest act and that student will receive a zero for this course.

Violations of the Student Academic Honesty Code include, but are not limited to:

* ‘Cheating’ – the possession, receipt, or use of any material or assistance not authorized in the preparation of any project; and such actions conducted while an exam is in progress. Cell phones and other electronic devices cannot be used during exams.
* ‘Plagiarism’ – using the words or ideas of another as if they were one’s own. If another person’s complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper documentation, as through the use of footnotes. On individual projects, even though you may discuss your work with others, you are graded based on what you turn in individually. Papers with identical wording, in any order, will be treated as plagiarism for ALL parties involved.

Classroom Behavior: The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> for details of this policy.

Emergency Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

## Diversity Statement:

Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age religion, sexual orientation, economic status, and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community, and national population.

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate, and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing its students with a superior education in service to the needs of Alabama, the nation, and the world.

## Tentative 16-week Schedule:

NOTE: This course schedule is tentative and may be modified if necessary. All changes to the schedule will be communicated via Canvas.

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| **Week** | **Date** | **Topic** | **Reading** | **Discussion question** | **Assignment/Activity** |
| **Module 1 – Making an impact** | | | | | |
| Week 1 | 8/17 | Introduction | Syllabus review  **Activity:** The four-lens framework | | |
| 8/19 | Working in the nonprofit sector | Opening thoughts. Why do you want to work in the nonprofit sector anyway? Idealist.org | *Question #1*: How is working in the nonprofit sector different from the for-profit and public sectors? Is it easier or more difficult? Why? | **Video analysis:** [Be persistent, be present, & use your gift | Chef Otto | TEDxWilmington](https://www.youtube.com/watch?v=LIUXNHMZUOY)  **Activity 1:** Time, Talents, and Treasures  **Activity 2:** Clarifying Your Greatest Skills |
| Week 2 | 8/24 | Philanthropy | Payton & Moody, Introduction (pp. 1-23) | *Question #2*: What does philanthropy mean to you? And how does you definition differ from or relate to the reading by Payton and Moody? | **Activity 1:** Stereotypes  **Activity 2:** Gratitude |
| 8/26 | Maimonides' Eight Levels of Charity |  | **Activity:** Review and analysis of videos  **Activity:** Statement of Values and Beliefs Worksheet |
| Week 3 | 8/31 | Nonprofit sector | National Council of Nonprofits. (2019). *Nonprofit Impact Matters: How America’s Charitable Nonprofits Strengthen Communities and Improve Lives*. NCN. | *Question 3*: What are the 3 most surprising “facts” about the nonprofit sector that you learned from this reading? |  |
| 9/2 | McCambridge, R. & Salamon, L. (2003). [In, but not of, the Market: The Special Challenge of Nonprofit-ness](https://nonprofitquarterly.org/in-but-not-of-the-market-the-special-challenge-of-nonprofit-ness/). Nonprofit Quarterly.  Jones, M. (2015). [Why the world still needs nonprofits](https://theconversation.com/why-the-world-still-needs-nonprofits-48211). *The Conversation*. |  | **Case study:** To Start or Aid an Existing Organization |
| Week 4 | 9/7 | Service-learning projects presentation: Raven Harris (The Curtis House); Michelle Schultz (Baby Steps); Regina Meadows (Circles Opelika); Katie Murrah (AO Discover) | | | |
| 9/9 | Leadership Compass: Appreciating Diverse Work Styles  **Assignment due:** Philanthropic autobiography | | | |
| **Module 2 – Roles in the Nonprofit World** | | | | | |
| Week 5 | 9/14 | **Exam #1** | | | |
| 9/16 | The Lobbyist & the Advocate | LeRoux & Feeney, Chapter 7 |  | **Exercise**: Social issue cycle  **Guest speaker:** Rape Counselors of East Alabama |
| Week 6 | 9/21 | The Activist | Payton & Moody, Chapter 4 | *Question 4:*What issues in contemporary American society warrant the most attention from nonprofits? What is the role of nonprofits in addressing this issue? | **Activity:** Imagining a Better World |
| 9/23 | UNICEF, [Digital civic engagement by young people](https://www.unicef.org/globalinsight/reports/digital-civic-engagement-young-people).  Adler & Goggin (2005), only pp. 237-240 |  | **Class facilitated by Ms. Branyon.**  **Activity:** In class civic engagement interviews |
| Week 7 | 9/28 | The Volunteer | LeRoux & Feeney, Chapter 5 |  | **Video analysis:** TedTalk, [Getting more than we give – realities of volunteerism](https://www.youtube.com/watch?v=5hXFwMyK1KE) |
| 9/30 | Nesbit, R. & Christensen, R. (2018). [How to get more Americans to volunteer](https://theconversation.com/how-to-get-more-americans-to-volunteer-88835). The Conversation. | *Question #5*: Volunteering is typically defined as an action lacking coercion. What are the benefits, if any, of mandatory service? | **Activity:** Compulsory community service debate |
| Week 8 | 10/5 | In class presentation: Giving and Sharing video analyses | | | |
| 10/7 | Fall Break | | | |
| Week 9 | 10/12 | The professional | Carlson, M. & Donohoe, M. (2010). Understanding this big Job (pp. 3-14). | *Question 6*: What does nonprofit leadership mean to you? And, in your opinion, do nonprofits need good leaders or good managers? | **Class facilitated by Ms. Branyon.**  **Activity:** Leadership exercise |
| 10/14 | **Nonprofit professionals panel:** Lisa Harris (Director, Alexander City Schools Education Foundation); Caitlin Andrews (Community Initiatives Specialist, United Way of Lee County); Katie Wolter (The Nourish Foundation); Jennifer Shawa (Director of Development, Twin Cedars Youth and Family Services, Inc.) | | |
| Week 10 | 10/19 | Service-learning update presentations | | | |
| 10/21 | **Exam #2** | | | |
| **Module 3 – The Donor: Profiles of givers** | | | | | |
| Week 11 | 10/26 | The Socialite | Reeves, R. (2019). [Feeling good or doing good? Emotional social capital versus relational social capital](https://www.brookings.edu/blog/up-front/2019/04/08/feeling-good-or-doing-good-emotional-social-capital-versus-relational-social-capital/). *Brookings*. | *Question 7:* Reflect on you past and current volunteer experiences. What parts did you enjoy the most? And why? And how have you benefitted from these experiences? | Sorority/fraternity activity/map your social capital |
| 10/28 | The altruist | [Introduction to Effective Altruism](https://www.effectivealtruism.org/articles/introduction-to-effective-altruism/) |  | **Video analysis:** [Peter Singer, The Why and How of Effective Altruism](https://www.youtube.com/watch?v=Diuv3XZQXyc) |
| Week 12 | 11/2 | The communitarian | Barnes, M. & Schmitz, P. (2016). [Community Engagement Matters (Now More Than Ever)](https://ssir.org/articles/entry/community_engagement_matters_now_more_than_ever). *Stanford Social Innovation Review*. | *Question 8*: A typical saying states: “Charity begins at home.” What does it mean to you? And do you agree with it? Explain. |  |
| 11/4 | The devout | King, D. (2017). [Why faith inspires people to give](https://theconversation.com/why-faith-inspires-people-to-give-88206). *The Conversation*.  King, D. (2019). [Going global: Comparing faith and philanthropy at home and abroad](https://tif.ssrc.org/2019/08/14/comparing-faith-and-philanthropy-at-home-and-abroad/). *Social Science Research Council*. |  | **Class facilitated by Ms. Branyon.** |
| Week 13 | 11/9 | The dynast | Marsh, J. (2016). [How to Help Kids Learn to Love Giving](https://greatergood.berkeley.edu/article/item/how_to_help_kids_learn_to_love_giving). *Greater Good Magazine*. | *Question 9:* Who or what influenced your approach to giving and/or volunteering? | **Video analysis:** [Bill and Melinda Gates: Why giving away our wealth has been the most satisfying thing we've done](https://www.youtube.com/watch?v=aSL-iIskEFU) |
| 11/11 | The repayer | Fidelity Charitable, [The future of philanthropy: The evolution from charitable giving to charitable living](https://www.fidelitycharitable.org/insights/2021-future-of-philanthropy.html). (On the website, view the pages: [A new mindset changes donors' relationship with philanthropy](https://www.fidelitycharitable.org/insights/2021-future-of-philanthropy/new-mindset.html); [The new definition of philanthropy](https://www.fidelitycharitable.org/insights/2021-future-of-philanthropy/new-definition.html); and [Donors bet on multifaceted solutions to the world’s great challenges](https://www.fidelitycharitable.org/insights/2021-future-of-philanthropy/worlds-greatest-challenges.html) |  | **Class facilitated by Ms. Branyon.** |
| Week 14 | 11/16 | The investor | Goldfseker, S. & Moody, M. (2017). [Show Me the Impact](https://ssir.org/books/excerpts/entry/show_me_the_impact). *Stanford Social Innovation Review*. | *Question 10:* What does impactful (or successful) philanthropy mean to you? | **Video analysis:** If you had $100 billion to give away, how would you spend it?  **Activity:** Million-Dollar Visioning |
| 11/18 | **Exam #3** | | | |
| Week 15 | 11/23 | Thanksgiving Break | | | |
| 11/25 |
| Week 16 | 11/30 | Presentations (Service learning) | | | |
| 12/2 | Presentations (Service learning) | | | |
| Finals Week | 12/8 | Presentations: Career track exercise | | | |