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<tr>
<th><strong>KU CORE NOMINATION</strong></th>
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<td><strong>HNRS 250 – CITIZEN PHILANTHROPY: AN INTRODUCTION TO THE NONPROFIT WORLD - GOAL 5 – Learning Outcome 1</strong></td>
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<tr>
<th><strong>Name</strong></th>
<th>Anne Dotter</th>
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<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:annele@ku.edu">annele@ku.edu</a></td>
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<tr>
<td><strong>Preferred Phone Number</strong></td>
<td>(785) 864-3539</td>
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<td><strong>Submitting School/College</strong></td>
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<td><strong>Submitting Department</strong></td>
<td>University Honors</td>
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<td><strong>Has the department approved the nomination of this course to the KU Core?</strong></td>
<td>Yes</td>
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<tr>
<td><strong>Name of person giving departmental approval:</strong></td>
<td>Bryan Young</td>
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<tr>
<td><strong>Date of departmental approval:</strong></td>
<td>Tuesday, July 21, 2015</td>
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<tr>
<td><strong>Course Title:</strong></td>
<td>Citizen Philanthropy: An Introduction to the Nonprofit World</td>
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<td><strong>Course Subject</strong></td>
<td>HNRS 250</td>
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<td>Current Course Description *</td>
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<td>This interdisciplinary course explores the historical and economic roots of citizen generosity and the role of the nonprofit/philanthropic sector. This service learning course combines volunteer experiences and public service internships with research and exploration of the missions and ethical orientations of nonprofit organizations. The course is designed to explore the social and the ethical contexts of the nonprofit sector with opportunities to demonstrate social and civic responsibility.</td>
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<td>Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)? *</td>
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<td>Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)? *</td>
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<td>cross-listed? *</td>
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<td>List any cross-listing and/or honors courses associated with the course you are nominating. Please specifically note when approval was given and who gave approval in the other department(s). *</td>
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<td>Do all cross-listed departments and honors program partners agree to develop and save direct evidence that students have met the learning outcomes(s)?</td>
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<td>Is the course</td>
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also a degree requirement? *

Does the course require any prerequisites? *

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome. *

Citizen generosity helps to distribute rather than concentrate wealth and opportunities in society. The impulse to do good might be rooted in a religious creed, or simply in one’s recognition of the need for social structures to be just so as to benefit all. The history and social practice of philanthropy defined in its broadest terms as “voluntary action for the public good” is the subject of the course.

This class introduces students broadly to conventionalist and realist normative theories of ethics. Our reading list spans classics and assignments lead students to compare these ethical perspectives, as expressed through the nonprofits’ values. They also learn to articulate clearly their understanding of social responsibility, and the importance of a thorough ethical cohesiveness in the structure of nonprofit organizations. Such analysis contextualizes ethical theories and makes abstract notions more tangible.

1. State how your course or educational experience will present and apply distinct and competing ethics theories, each of which articulates at least one principle for ethical decision-making. (Please limit responses to 1000 characters.) *

A number of class periods will be devoted to the introduction to classic ethics theory. Students will read Greek and Roman philosophers, as well as classic religious texts and Principles for Good Governance and Ethical Practice.

All these texts will be read with the stated goal of arming students to be able to analyze nonprofit organizations’ mission statements to identify their core values (or ethical foundations). They will in turn be asked to demonstrate the ways in which the core ethical stance of the organization is weaved through its entire structure. To this end, students will be looking at the organization’s programming, annual reports, 990’s, their sources of revenue and support as well as their stated goals. The underlying ethical theory
supporting the logic of this course is John Rawls’.

2. Indicate and elaborate on how your course or educational experience will present and apply ethical decision–making processes. (Please limit responses to 1000 characters.) *

Students are required to do service and earn a Certificate for Service Learning. They study the historical, social, and ethical contexts of philanthropy while being civically engaged. Integrating the theory and analysis with doing and reflecting deepens the students’ learning and affirms their understanding of ethical dilemmas and the implementation of an ethically cohesive project through the work of a nonprofit organization.

By reviewing an organization’s strategic plan, its use of volunteers and how effective it is, students analyze ethical decision–making processes. The required service component allows students to apply what they have learned by providing a service to a nonprofit organization. They are required to reflect upon their learning and practical experiences in their final project. Not only do they take stock of what they learned, they are also required to analyze their role in the organization and assess their degree of commitment to being a citizen leader.

3. State what assignments, readings, class discussions, and lectures will present and apply particular ethics codes. (Please limit responses to 1000 characters.) *

Readings addressing ethics theory applied to nonprofits include (ones cited earlier +): LEARNING FOR THE COMMON GOOD; PRINCIPLES FOR GOOD GOVERNANCE AND ETHICAL PRACTICE; Ethics and Nonprofits; Cotton Mather Bonifacius: Essays to Do Good; W.E. B. DuBois Cooperation among Negro Americans

Assignment:

Analysis of a nonprofit’s ethical core (website, annual reports, 990’s, sources of revenue, use of volunteers, mission and goals). Background also includes history and origin of organization. How the organization fulfills its mission is central.

The purpose is to gain in depth knowledge of one national level nonprofit and understand the challenges of a cohesive ethical project in practice.

Questions students answer addressing the ethical dilemmas include: What is the purpose of the organization (Mission, Vision, Strategy)? What public good does it address? What are the outcomes and/or impact of this organization? How effective is the organization? What is the fund–raising strategy?

4. Detail how students taking your course or participating in your educational experience will apply
principles, decision-making processes, and, as appropriate, ethics codes to specific ethical dilemmas (such as case studies) in which important values conflict. (Please limit responses to 1000 characters.)

Cohesive ethical applications are rare and hard to find. Students in the course will be introduced to the history of the nonprofit sector in the US, the specifics of the historical contexts that made a vital branch of the American social structure – one of the sole source of support for the Arts, a central source of support for Health and Education – as well as the realities of running a nonprofit organization. Compromises are often necessary in practice, and it is important for students to recognize what happens when ethical rules are bent to pragmatically adjust to the realities of the day.

Students usually note the dilemma represented by the large benefit package and annual salary of the chief executive officer, sometimes in the million dollar range when the individuals they serve live in poverty. Other examples of dilemmas the class is introduced to include the tension between what the nonprofit stands for and where the money supporting it comes from or fundraising practices.

HONORS 250, Spring 2015
CITIZEN PHILANTHROPY: An Introduction to the Nonprofit World
Kala Stroup, PhD
  kala.stroup@gmail.com 785-218-1960
  2:45 -4:00 pm TUES/THURSDAY, 108 Nunemaker
  Office Hours: before and after class or by appointment

Course Description: Service learning and civic leadership need to be grounded in knowledge about nonprofit and philanthropic organizations. Civic leaders and engaged citizens need to be aware of this diverse, dynamic, and vital social sector. Students interested in public service, business, social work, public administration majors and in health fields will benefit from a deeper understanding of this independent sector which improves the quality of life in our communities.

This honors course will explore the historic and economic roots of citizen generosity and the role the nonprofit/philanthropic sector has played in the development of our country. The interdisciplinary exploration of the social content and structure of nonprofit organizations will assist college students in transitioning to a lifetime of meaningful civic engagement as volunteer and community leaders. This course could be preparation for meaningful consideration of working professionally in nonprofit/philanthropic
organizations or engaging in community service internships. When completed, this course counts as a service learning requirement for KU certification in service-learning.

**Week 1** (1/20 & 22) What is a nonprofit, a 501(c)(3) organization? Overview of the sector and discussion of purpose of studying this material. Assignment: students write one page self description.

Assignments: Data, web sites, and research sources on nonprofits are explored by class members and National Center for Charitable Statistics at The Urban Institute annual report, is assigned reading.


**Week 2** (1-27 & 29) Nonprofit governance structures are studied.


**Week 3** (2/3 & 5) Resource Development: An introduction to the concepts in fund-raising and grant writing. Ethics in fund-raising….Donor’s Bill of Rights….AFP Ethical Standards (ck. Web site for AFP)


Assignment: write case statement

**Week 4** (2/10 & 12) Importance of Volunteers


Assignment: Students will seek information about the Corporation for Community and National Service and other government programs that support volunteerism
(AmeriCorps, Peace Corps, Teach for America, City Year, Hands on Network, etc) and review IRS Tax Code re: deductions for charitable giving and the Volunteer Protection Act of 1997.

!! NONPROFIT RESEARCH PROJECT !!

Each student researches a national level nonprofit at the local, regional, and national levels, reviews the organization website, annual reports, 990’s, sources of revenue/support, use of volunteers, mission and goals. Background research should also include history and origin of organization and how the organization fulfills its mission. The purpose is to gain in depth knowledge of one nonprofit national level organization.

1. What is the purpose of the organization? Mission, Vision, Strategy
2. Who started the organization and why? History of the Nonprofit
3. What public good was it organized to address? What has been the evolution of organization to today’s mission.
4. Who is the target market the organization aims to serve?
5. Program and Operations – What does the organization do? Describe programmatic areas?
6. Describe the governance structure. Who is on national board? Local board?
7. What is the Board’s role?
8. Describe the financial structure – review sources of funding, review the 990s, and the national budget and latest audit.
9. What are the outcomes and/or impact of this organization? How effective is the organization? What measurements are used to determine outcomes?
10. Describe their fund-raising strategy.
11. How do they utilize volunteers

Students may select any national nonprofit organization in any of the major categories of nonprofits: arts, culture, humanities, education, animal safety, food, agriculture, economic development, services to elderly, hospitals and health-related agencies, human service organizations, community development, housing, public safety, advocacy groups, social justice organizations, international affairs, etc. The organizational assignment involves in-depth research on the reported nonprofit organization by identifying board members, structure of the boards (both local and national), evaluating the 990’s, endowments, and health of the organization and interviewing board members and/or staff at local, regional, or national level. Students are encouraged to review the strategic plan and the annual report, the involvement of volunteers, and how effective the nonprofit organization is in fulfilling the mission.
Part of the requirement of this section of the research is for the student to schedule and interview the President, CEO, of the organization and/or at least one board member. In the case of the national organization, the student may interview the local or regional CEO and local/regional board members. For example, if the organization is American Red Cross, the student may interview the CEO serving the KC/Lawrence region. FINAL WRITTEN RESEARCH REPORTS (including interviews)
DUE on **February 26**

**Week 5** (2/17 & 19) Major categories of nonprofit organizations and their missions, characteristics and differences are reviewed.

**Reading:** Study in depth Chapter 2 of **THE NONPROFIT CAREER GUIDE** by Cryer (available at Nunemaker) “They form a society”, chapters from **THE EMPEROR OF ALL MALADIES** by Siddhartha Mukherjee (2010): Stories from **THE HUMAN SPIRIT INITIATIVE**…..www.nassembly.org/history. Assignment: students identify their service project/case study.

**Week 6** (2/24 & 26) Students start making oral presentations on selected National Nonprofit Organizations. **Research paper due on 2/26 with interviews.**

**Week 7** (3/3 & 5)
Social innovation- what is it? How do you measure it? Class discussion involves discovery of social innovation in the nonprofit sector both past and present.


**Week 8** (3/10 & 12) MIDTERM EXAM

SPRING BREAK

**Week 10** (3/24 & 3/26) History of Philanthropy – early beginnings; **THE HISTORICAL ROOTS OF CONCEPTS**

**Readings:** Seneca (from De Beneficiis); Aristotle “On Benefactors and Beneficiaries”; Plato from the “Republic”, Hebrew translation of “Eight Levels of Tzedakah” and concept of “Deus Caritas Est.”
English “Poor Laws” and “Statutes of Charitable Uses” (1601); Cotton Mather, “Bonifacius: Essays to Do Good, 1710”

**Week 11 (3/31 & 4/2) BIRTH OF ORGANIZED PHILANTHROPY**


**!! RESEARCH PROJECT ON FOUNDATIONS !!**

Class members will select a known philanthropist and his/her/their foundation as it exists today. Class members need to research the origin, history, goals, priorities and changes in these priorities over time, financials, size and type of endowments, grant processes, and contributions to society. Class members are encouraged to select individuals whose generosity made a significant impact on some cause or quality of life. Reports should include a review of the foundation’s financials (990’s PF), governance, board members and linkages with specific interests or causes. Grant processes/ awards should be reviewed with special attention given to how one would access funds from the foundation today. A review of who is funded annually especially within last five years should be done with special attention given to measurements of effectiveness and estimated value of investments. Questions and criticisms of the foundation and who they support should be researched. This assignment is similar to the exploration of a nonprofit organization with the additional expectation that a thorough review of who and how they fund causes/goals and the effectiveness of this funding and the type of major societal contributions this funding makes. Presentations will be given on (4/16 & 4/21). Papers due on April 16.

**Week 12 (4/7 & 4/9) HOW PHILANTHROPY STRENGTHENS DEMOCRACY AND EXPANDS THE MIDDLE CLASS... DEVELOPMENT AND GROWTH OF LARGE NATIONAL FOUNDATIONS AND FEDERATIONS.** Philanthropists made investments in human capital (higher education), in physical facilities (for libraries, hospitals, museums, concert halls) and intellectual capital (basic research, medicine, cures for diseases). Philanthropy and its role in advancing new entrepreneurial ideas are explored also. Community Chest turned United Way increase fund-raising and fund development becomes part of large organizations such as YMCA.

Readings: Claire Gaudiani “How Philanthropy Drives the American Economy and Can Save Capitalism” from her book FOR THE GREATER GOOD. “Giving in America from Charity to Philanthropy” by Robert Gross

(4/9): Class visits KU Endowment Association
Week 13 (4/14 & 16) Presentations on Philanthropies by class members

Week 14 (4/21 & 23) Seeds of Advocacy (1800s) Social justice & Human Rights – Advocacy Nonprofits grow in effectiveness. NONPROFITS AND THE CIVIL RIGHTS MOVEMENTS Topic: The history of the role of nonprofits and foundations in the struggle for equal and basic human rights. Beginning in the 1600s and 1700s three groups of Americans asserted their political wills through voluntary associations, (a) religious denominations, (b) women (unable to vote or own property) utilizing voluntary associations to form charitable organizations such as settlement houses, WCTU, The Society for the Relief of Poor Widows with Small Children, etc. and (3) the Free African Americans utilizing churches (Sunday Schools), Abolitions Society, etc. to gain freedom and rights for all African American


Week 15 (4/28 & 30) WWI, Depression, WWII and their impact on charitable and philanthropic organizations will be studied. GROWTH OF THE GOVERNMENT SERVICES in some areas such as Social Security, GI Bill, Medicare, etc. and their relationship to the NP sector and the development of the federal tax code. Great Society, War on Poverty and the expansion of government programs and services are discussed in their relationship to evolution of NP sector. In addition the identification, shaping, and official governmental recognition of the Third Sector will be studied. OFFICIAL RECOGNITION OF THE INDEPENDENT NP SECTOR


Week 16 (5/7) THE CITIZEN LEADER: expectations of the college graduate and the transition to volunteer service and leadership. Where do you fit in? What are your passions? What are you committed to doing to make a difference in your communities? What did you learn and was it useful? How relevant was it to your field of study and future professional plans? Thought pieces for reflection paper serve as the reading assignments. Reflection essay must meet the requirements of the reflection paper component of the KU certification in service-learning, if student does not have
certification.

Paper should reflect on learning in the course re: experience in volunteering and understanding the nonprofit sector as relates to future plans, major/professional choice.

Due: **May 15**

Readings: REALIZING OUR POTENTIAL; Making a Difference in a Cause Bigger than Ourselves by Richard M. Potter from Leader to Leader Journal.

**FINALS WEEK:** Final over last half of the semester materials WEDNESDAY, MAY 13 (1:30 TO 4:00)” IN ROOM 108 NUNEMAKER.

**EVALUATIONS:**

Course outcomes: Advanced research skills utilizing original materials and web sites, advanced communication strategies and skills in interviewing and class presentations, acquired competencies needed for effective volunteer leadership, a greater integration of disciplines, and comprehensive knowledge and information about the nonprofit/philanthropic world and the role it has played in the development of American democracy.

Requirements: Two major research projects (one of a major nonprofit organization and the other on a major philanthropists and related foundation) requiring background research and presentations to class and submitted reports. In addition each student must submit a final reflection paper on what they have learned in course and their role and commitment to serving as a citizen leader and why. The service learning component will also consist of a service project individually designed for each student to apply what they have learned by providing a service to a nonprofit organization.

Readings: There is no required textbook in course. Class members will utilize original materials, web sites, public documents, readings, and communication tools of organizations and their archives. A concurrent service/leadership component will be designed and implemented by each individual student in adherence to the requirement for service learning certification and the student’s field of interest. Class presentations, interviews, class participation, mid-term and final exam, and submitted research papers will be assessed for final grade. Each component carries equal weight toward assessment of final grade.

Exams 40%, Papers 40%, Presentations 10%, Discussion, participation and attendance 10%

Kala M. Stroup, a national leader in the nonprofit and public service sector and formerly President of two universities, will teach this course. Dr. Stroup has served as a faculty member at 4 universities and has been a national consultant in designing courses in nonprofit management/leadership and philanthropic studies. Stroup was a student, faculty and staff member during the early days of the KU Honors Program.