

The George Washington University
Trachtenberg School of Public Policy and Public Administration

**PPPA 6032 - MANAGING FUNDRAISING AND PHILANTHROPY
(FALL, 2020)**

(REV. 7/30/20)

GENERAL COURSE INFORMATION

PPPA 6032.10 (CRN 52814)
Managing Fundraising and Philanthropy
Fall, 2020, Wednesdays, 6:10 – 8 pm

PROFESSOR INFORMATION

Michael J. Worth
Professor of Nonprofit Management
Office: 805 21st Street, NW, 601-S, Washington, DC 20052
E-mail: mjworth@gwu.edu

Office hours: Fall, 2020: Times for virtual office hours will be announced. The professor also is available by appointment for phone or video conference meetings. Email is the best way to contact the professor for a prompt reply.

COURSE FORMAT (REMOTE LEARNING)

This course requires work to be conducted by students asynchronously (i.e., on their own), including reading, viewing online videos, and reviewing narrated PowerPoints posted on Blackboard by the professor. It also includes synchronous class sessions, which will be conducted through Blackboard Collaborate Ultra. This syllabus provides instructions to students on preparing for each class session and an agenda for each session. *The professor will provide additional directions and may modify assignments in this syllabus as the course unfolds. The professor will communicate with the class via email on a regular basis with regard to any changes.*

COURSE DESCRIPTION

This course provides a comprehensive overview of fundraising for nonprofit organizations and institutions. Topics covered include the historical, cultural, and legal foundations of philanthropy; positioning the organization for fundraising; characteristics and motivations of donors; corporate-nonprofit partnerships; grant-making foundations; roles of staff and volunteers; strategies and techniques for identifying, cultivating, and soliciting donors; ethical principles; managing complex fundraising programs; emerging trends in fundraising and philanthropy, and relevant policy issues. Corporate and foundation fundraising are covered in the course, but there is an emphasis on developing financial support from individual donors through annual funds, campaigns, and major and planned gifts. The focus of the course is on fundraising in the United States, but many principles will also be applicable in the international environment. There is no course prerequisite.

AUDIENCE

The course is appropriate for students interested in careers in fundraising or in leadership positions in the management of all types of nonprofit organizations and institutions. It also may be of value for those pursuing careers in philanthropic organizations such as foundations or other philanthropic intermediary organizations.

LEARNING OUTCOMES

Students completing this course will be able to: 1) Describe the cultural and legal context of American philanthropy; 2) Explain the motivations for philanthropic giving by individuals and other donors; 3) Identify appropriate fundraising objectives, strategies, and techniques for different types of organizations and situations; 4) Evaluate emerging new models and approaches; and 5) Assess potential legal, policy, and ethical issues related to fundraising and philanthropy.

GRADING AND METHODS OF EVALUATION

10% of course grade: class participation

Students are expected to attend virtual class sessions and participate in discussions. Attendance will be taken in each class session. Attendance policies follow those of the Trachtenberg School of Public Policy and Public Administration. Students who may have difficulty attending a virtual session should contact the professor to discuss alternatives.

15% of course grade: mini-case study (group)

The class will be divided into groups, each of which will prepare a brief presentation on a nonprofit organization. See [Attachment I](#) to this syllabus for further explanation. This mini case-study will account for 15 percent of the course grade. The professor will assign a grade to each group, based on its presentation, and that grade will then be incorporated in the individual course grade of each student.

40% of course grade: brief papers (20% each)

Twice during the semester, the professor will assign questions related to a case. The questions will require students to apply concepts from reading and class discussion to analysis of the case. Answers are to be written at home and are to be submitted via email no later than the beginning of the next class session. The paper may not exceed 5 pages, double-spaced. Each brief paper counts for 15% of the course grade.

Articles related to the first case ([Catherine Reynolds and the Smithsonian Institution](#)) are available on Blackboard and can be read at any time. The second case (Choose to Be Great: The Boston University Campaign) is available from the Harvard Graduate School of Education (<http://hepg.org/hep-home/case/choose-to-be-great-%E2%80%93-the-boston-university-campaig>). The case can be downloaded and read at any time. *Students will be required to pay \$7.95 to download the case.*

35% of course grade: course paper or project

Students will complete a course paper or a project, on a topic of their choosing that is related to the course. The paper or project may take several forms, as explained on the last page of this syllabus. Students are strongly encouraged to identify the topic of their paper as early in the semester as possible, not later than week 8. Formal approval of the topic is not required, but students are strongly encouraged to discuss their topic ideas with the professor via email or in person to make sure that they are appropriate. Students should be prepared to give a brief summary of their work in class beginning in the next-to-final class session, with the understanding that the paper itself may not be completed by that time. The completed paper/project work product must be submitted via email no later than the last class period of the semester. See Attachment II to this syllabus for suggestions of paper/project ideas.

GRADING STANDARDS – See Attachment III

COURSE POLICIES – See Attachment III

TIME COMMITMENT – See Attachment III

REQUIRED READING**Book (purchase):**

Worth, M. J., Fundraising: Principles and Practice. Thousand Oaks, CA: Sage Publications, 2016.
ISBN 9781483319520

Case Study (purchase):

Students will be required to pay \$7.95 to the Harvard Graduate School of Education to download the case “Choose to Be Great: The Boston University Campaign.” <http://hepg.org/hep-home/case/choose-to-be-great-%E2%80%93-the-boston-university-campaig>

Blackboard and Web:

Additional required readings are available on Blackboard or the Web, as indicated in this syllabus. The professor also may assign new additional reading as the semester progresses.

RECOMMENDED READING

Recommended reading is suggested for students who may wish to know more about a particular topic. It is optional.

WEBSITES

Blackboard includes links to websites that are good general sources of information on fundraising, philanthropy, and related topics. Students may find some of these sites helpful in identifying paper topics and as resources. They are not required reading unless indicated in the course outline.

COURSE OUTLINE, ASSIGNMENTS, AND CLASS SESSION PLAN**SESSION 1****SEPTEMBER 2, 2020****COURSE INTRODUCTION AND OVERVIEW****Preparation for class:**

None required

Optional: View PowerPoint on Blackboard. [Note: Other PowerPoint presentations in this course are available in a narrated version on Blackboard. This introductory presentation is not narrated and will be reviewed live by the professor in the virtual class session.]

Class session:

- 1) Introductions by students and professor
- 2) Professor's overview of course (PowerPoint)

SESSION 2**SEPTEMBER 9, 2020****PRINCIPLES OF FUNDRAISING AND PHILANTHROPY**

Required reading: **BOOK:** Worth, Chapters 1, 2, 4, 5; **BLACKBOARD:** (1) Foster et al. 2009. Ten Nonprofit Funding Models; (2) Brest 2012, "A Decade of Outcome-Oriented Philanthropy"

Recommended reading: **BOOK:** Worth, Chapter 15 (International Fundraising and Philanthropy). This course is primarily focused on fundraising and philanthropy in the United States. Students who have an international interest may find this chapter to be a useful overview. **BLACKBOARD:** Swindoll, 2015, The Future of Fundraising

Preparation for class:

- 1) Complete assigned reading.
- 2) Review narrated PowerPoint on Blackboard.
- 3) Note your questions related to the reading or the PowerPoint.
- 4) Pay special attention to Case 5.1 (Chapter 5 of textbook), *American Red Cross* and consider the Questions for Discussion related to that case.

Class session:

- 1) Lecture (Professor will review key points from reading and PowerPoint.)
- 2) Discussion of student questions or comments from reading or PowerPoint
- 3) Discussion of *Red Cross* case
- 4) Discussion of additional questions that the professor may pose

SESSION 3**SEPTEMBER 16, 2020****INDIVIDUAL DONORS PART 1: BUILDING THE BASE OF SUPPORT**

Required reading: BOOK: Worth, Chapters 3, 6; **YOUTUBE:** (1) “Raising \$20 Million in 53 Days” (<https://www.youtube.com/watch?v=1EfXI3t6K6Y>); (2) “Interview with Philanthropist Conrad Prebys” (<https://www.youtube.com/watch?v=0XegPKCPvqk>)

WEB: Peruse the following websites; links are on Blackboard under “Webpage Links.” [Just note their capabilities and unique features.] Kickstarter (<https://www.kickstarter.com>); Indiegogo, (<https://www.indiegogo.com>); DonorsChoose (<http://www.donorschoose.org/>); GoFundMe, (<https://www.gofundme.com/>).

Recommended reading: BLACKBOARD: (1) Faulk et al., 2019, Donors Responses to Profit Incentives; (2) Dixon & Keyes, 2013, Permanent Disruption of Social Media; (3) Chapman et al., 2019, The Champion Effect; (4) Birkholz, 2018, Philanthropy and Digital Civil Society

Preparation for class:

- 1) Completed assigned reading and videos.
- 2) Consider how Conrad Prebys (video interview) fits the Seven Faces of Philanthropy typology.
- 3) View narrated PowerPoint on Blackboard.
- 4) Note your questions related to the reading or the PowerPoint.

Class session:

- 1) Lecture (Professor will review key points from reading and PowerPoint.)
- 2) Discussion of student questions or comments from reading or PowerPoint
- 3) Discussion of interview with Conrad Prebys
- 4) **First group meeting** on mini-case study (about 15 minutes). Identify 2-3 organizations in which the group may be interested and provide names to the professor, to assure no duplication among groups. During the next week, do some preliminary research to see if information is readily available on these organizations, in other words, to determine if there is enough information to make them a focus of your case study. **See Attachment I** to this syllabus for details on the assignment.

SESSION 4**SEPTEMBER 23, 2020****INDIVIDUAL DONORS, PART 2: MAJOR GIFT PROGRAMS**

Required reading: BOOK: Worth, Chapter 7 (including cases 7.1-7.4)

Recommended reading: BLACKBOARD: (1) US Trust Study of High Net-Worth Philanthropy, 2018; (2) Bekkers and Wiepking, 2011, A Literature Review of Empirical Studies: Eight Mechanisms That Drive Charitable Giving; (3) Eikenberry and Mirabella, 2017, Extreme Philanthropy; (4) Wallace, 2019, A.I. Is Ready for Fundraising; (5) Stepping Off the Sidelines (report)

FIRST BRIEF PAPER ASSIGNED: Catherine Reynolds and the Smithsonian Institution (Two articles pertaining to this case are available on Blackboard. Questions will be assigned this week that relate to the case and require students to apply concepts from reading and class discussion. A brief version of this case is included at the end of Chapter 2 of the textbook, but students should also read the longer articles on Blackboard.)

Preparation for class:

- 1) Complete assigned reading.
- 2) View narrated PowerPoint on Blackboard.
- 3) Note your questions related to the reading or the PowerPoint.
- 4) Pay special attention to the hypothetical donor cases at the end of Chapter 7 (Cases 7.1-7.4) and consider the Questions for Discussion related to those cases.

Class session:

- 1) Lecture (Professor will review key points from reading and PowerPoint.)
- 2) Discussion of student questions or comments from reading or PowerPoint
- 3) Discussion of hypothetical donor cases (Cases 7.1-7.4)
- 4) Assignment of first brief paper, Catherine Reynolds Foundation
- 5) **Second group meeting** on mini case study (about 15 minutes). Finalize selection of organization and provide to professor. Assign roles to group members.

SESSION 5**SEPTEMBER 30, 2020****GUEST SPEAKER – Caryn Stein, Chief Communications Officer, GivingTuesday****Topic: Digital fundraising****FIRST BRIEF PAPER DUE****Preparation for class:**

- 1) Complete and submit first brief paper.
- 2) Review any information concerning the guest speaker posted by the professor.

Class session:

- 1) Guest speaker
- 2) Discussion of Reynolds case

SESSION 6**OCTOBER 7, 2020****INDIVIDUAL DONORS PART 3: PLANNED GIVING**

Required reading: BOOK: Worth, Chapter 8; **BLACKBOARD:** (1) Hobson, 2020, “How the Pandemic is Highlighting,” (2) Hopkins, 2020, “Don’t Tie the Hands,” (3) Reich, 2020, “On #GivingTuesday”

Recommended Reading: BLACKBOARD: Pentera/Lilly 2016, 2016 Planned Giving Study; **WEB:** (1) Peruse the website of the Planned Giving Design Center (<http://www.pgdc.com>); (2) Peruse the website of the National Association of Charitable Gift Planners <https://charitablegiftplanners.org/>

Preparation for class:

- 1) Complete assigned reading, including hypothetical donor cases at the end of Chapter 8.
- 2) View narrated PowerPoint on Blackboard.
- 3) Note your questions related to the reading or the PowerPoint.
- 4) Give thought to the issues raised by Hobson, Hopkins, and Reich in assigned articles about donor-advised funds (DAFs) and be prepared to discuss in class session.

Class session:

- 1) Lecture (Professor will review key points from reading and PowerPoint.)
- 2) Discussion of student questions or comments from reading or PowerPoint
- 3) Discussion of selected hypothetical donor cases from Chapter 8
- 4) Discussion of issues related to donor advised funds (DAFs), based on Hobson, Hopkins, Reich
- 5) Discussion of additional questions that the professor may pose

SESSION 7
OCTOBER 14, 2020
CORPORATE AND FOUNDATION SUPPORT

Required Reading: BOOK: Worth, Chapters 9, 10; **BLACKBOARD:** Boyea-Robinson, 2015, "Nonprofit-Corporate Partnerships: A New Framework"

Preparation for class:

- 1) Complete assigned reading, including Questions for Discussion at the end of Chapters 9 and 10.
- 2) View narrated PowerPoint on Blackboard.
- 3) Note your questions related to the reading or the PowerPoint.

Class session:

- 1) Lecture (Professor will review key points from reading and PowerPoint.)
- 2) Discussion of student questions or comments from reading or PowerPoint
- 3) Discussion of selected Questions for Discussion from assigned chapters
- 4) Discussion of additional questions that the professor may pose

SESSION 8
OCTOBER 21, 2020
CAMPAIGN PLANNING AND MANAGEMENT

Required reading/viewing: BOOK: Worth, Chapter 11; **BLACKBOARD:** Joslyn, 2019, The Benefits of a Blended Campaign; **VIDEOS:** (Links available under "Videos" on Blackboard): (1) SOME; (2) Audubon; (3) Hopkins campaign kickoff

SECOND BRIEF PAPER ASSIGNED: Choose to Be Great: The Boston University Campaign

(This case can be downloaded from the Harvard Graduate School of Education, <http://hepg.org/hep-home/case/choose-to-be-great-%E2%80%93-the-boston-university-campaig>). Students will be required to pay a fee of \$7.95.

Preparation for class:

- 1) Complete assigned reading/viewing.
- 2) View narrated PowerPoint on Blackboard.
- 3) View listed campaign videos and make note of your reactions concerning the strategy and messages presented.
- 4) Note your questions related to the reading or the PowerPoint.
- 5) Confer with your group members as needed regarding mini case study.

Class session:

- 1) Lecture (Professor will review key points from reading and PowerPoint.)
- 2) Discussion of student questions or comments from reading or PowerPoint
- 3) Discussion of campaign videos
- 4) Discussion of additional questions that the professor may pose
- 5) **Third group meeting** on mini-case study (about 15 minutes). Discuss findings and finalize presentation for Session 10.

SESSION 9**OCTOBER 28, 2020****GUEST SPEAKER – Elizabeth Treble, Vice President for Development,
American Heart Association, Greater Washington Region****Topic: Corporate Partnerships****SECOND BRIEF PAPER DUE***[Students should prepare for class discussion of the Boston University case following the guest speaker.]***Preparation for class:**

- 1) Complete and submit first brief paper
- 2) Review any information concerning the guest speaker posted by the professor

Class session:

- 1) Guest speaker
- 2) Discussion of Boston University case

SESSION 10**NOVEMBER 4, 2020****MINI-CASE GROUP PRESENTATIONS****Preparation for class:**

Confer with group members as needed to prepare for presentations.

Class session:

Mini case-study group presentations and discussion

SESSION 11**NOVEMBER 11, 2020****MANAGING FUNDRAISING PROGRAMS****Required reading/video: BOOK: Worth, Chapters 12, 13; BLACKBOARD: Newman et. al., 2019, "Do the Ends Justify the Means?" YOUTUBE: "Veteran's Charity Under Scrutiny"****<https://www.youtube.com/watch?v=we20WhJDczQ>****Preparation for class:**

- 1) Complete assigned reading.
- 2) View narrated PowerPoint on Blackboard.
- 3) View YouTube video and make note of your thoughts/reactions.
- 4) Note any questions/comments on the reading or PowerPoint that you wish to bring up in class.

Class session:

- 1) Lecture (Professor will review key points from reading and PowerPoint.)
- 2) Discussion of student questions or comments from reading or PowerPoint
- 3) Discussion of "Veteran's Charity" video
- 4) Discussion of additional questions that the professor may pose

SESSION 12
NOVEMBER 18, 2020
LEGAL, ETHICAL, AND POLICY ISSUES

Required reading/viewing: **BOOK:** Worth, Chapter 14; **BLACKBOARD:** Dunn, 2010, "Strategic Responses by a Nonprofit When a Donor Becomes Tainted"; **YOUTUBE:** "The MIT Epstein Story" <https://www.youtube.com/watch?v=Hrnd4dm6eew>

Preparation for class:

- 1) Complete assigned reading, including YouTube video "The MIT Epstein Story."
- 2) View narrated PowerPoint on Blackboard.
- 3) Consider "Epstein Case Questions." (Document in readings on Blackboard)
- 4) Identify scenarios from the Ethical Cases Handout on Blackboard that you find most interesting. *Selected* scenarios will be the basis for class discussion in this meeting. [NOTE: Similar scenarios are provided in the textbook at the end of Chapter 14, but check the Blackboard handout, since some have been updated and new scenarios may have been added after the book was printed.]

Class session:

- 1) Discussion of MIT Epstein case
- 2) Discussion of selected ethical cases from handout on Blackboard
- 3) Discussion of additional questions that the professor may pose

NO CLASS MEETING NOVEMBER 25 (Day before Thanksgiving)

Students should use this week to work on final papers and prepare for in-class presentation.

SESSION 13
DECEMBER 2, 2020
DISCUSSION OF STUDENT PAPERS/PROJECTS

Students should be prepared to give a brief (about 5-7 minutes) overview of their work, even though the paper/project may not be completed by this time.

SESSION 14
DECEMBER 9, 2020
CONTINUED DISCUSSION OF STUDENT PAPERS/PROJECTS

FINAL PAPER/PROJECT DUE

ATTACHMENT I
MINI CASE STUDY PROJECT

The class will be divided into 3-5 groups, depending on class size. The groups will meet 3 times for about 15 minutes during class. They may, of course, communicate directly outside of class time. Each group will select a nonprofit organization, conduct some research on its fundraising position and program, and prepare a brief presentation (about 10-15 minutes) to the class. The questions to be addressed and possible sources of information include:

- 1) Briefly, what is the mission and program of this organization? [website, annual report]
- 2) What are the sources of its funding—government, fees, memberships, gifts? How important is philanthropy as a part of its mix? [website, annual report, Form 990]
- 3) What are its primary sources of gift revenue—individuals, corporations foundations? [website, annual report, annual report on philanthropy, if available]
- 4) What fundraising resources are provided on its website, for example, a giving page, donor recognition, information on planned giving, and so forth? [website]
- 5) What are its fundraising priorities? Is it conducting a campaign or just raising funds for ongoing support? [website]
- 6) What development staffing is identified on the website (i.e., number of people and key positions)? [website]
- 7) Are there opportunities that you see for increasing support, including perhaps new sources, a better online presence, or something else?

These case studies are meant to be **brief**. No written work is required, except for notes to be used in the class presentation. Groups may develop a PowerPoint for their presentations, but it is not required. Each group will make a **10-15-minute presentation** to the class. (This will vary depending on class size.) The groups will be provided time in class for three meetings:

Meeting #1: Discuss roles and possible organizations to consider. (Provide list to professor.)

Meeting #2: Finalize selection of organization and assign roles. (Provide organization name to professor.)

Meeting #3: Discuss information obtained and plan presentation.

This mini case-study will account for 15 percent of the course grade. The professor will assign a grade to each group, based on its presentation, and that grade will then be incorporated in the individual course grade of each student.

ATTACHMENT II
OPTIONS AND SUGGESTIONS FOR COURSE FINAL PAPER OR PROJECT

Below are some suggestions of approaches to the course paper/project.

(1) A case study of a nonprofit organization related to fundraising. Writing a case study requires identifying strategic resource development issues faced by the organization and analyzing its efforts to address those issues, not merely providing a summary of the organization's programs. The case study should be related to resource development, but this could include broader topics regarding nonprofit governance or management if they have an impact on an organization's ability to generate resources. In some instances, a case study can be written from publicly available materials. In other instances, it is important to undertake interviews with the organization's leadership to gain a full understanding. There is no prescribed length for a case study, but most are about 15-20 pages, including references.

(2) A critical survey of the literature on a subject related to the course. The paper should reflect the student's critical thinking rather than just summarize the material, for example, identifying themes and issues in the literature and analyzing various approaches. Assigned readings may stimulate thinking about paper topics. Reading the *Chronicle of Philanthropy* is also a good way to identify topics that are of current interest in the nonprofit sector. [It is available in full text via Gelman Library.] The professor will discuss possible paper topics in class, but students should select topics of particular interest to them. A course paper is usually about 15-20 pages in length, including references.

(3) An analysis of an ethical or policy issue related to the course. The paper should analyze both sides of the issue and take a position, supported with reasoned arguments and data. For example, there are significant issues related to tax policy, methods for evaluating and compensating development officers, regulation of foundations and donor-advised funds, and many others. This type of paper is usually about 15-20 pages in length, including references.

(4) Other projects related to the course. The professor is open to creative projects that are of sufficient magnitude and relevance to the course, for example, developing a fundraising plan or a plan for corporate partnerships. The project needs to be substantive, not just a volunteer experience (e.g., participating in a fundraising event). The project should involve applying knowledge gained through readings and discussions in this course. Students should discuss project ideas with the professor in advance of beginning work.

Students who are employed at a nonprofit may do a case study or project related to that organization, but only if it represents work outside of their normal job responsibilities and is over and above what they are required to do in their jobs. In other words, you cannot submit a work product from your employment to meet the requirements of this course. Students may voluntarily choose to work together with up to two other students as a team to complete a significant project or case study. This requires the professor's prior approval, which will be given only for projects that represent a very substantial body of work, worthy of the efforts of multiple individuals.

Projects need to result in a tangible product that the professor can evaluate. For example, if a student were to develop a fundraising plan or undertake an assessment for a nonprofit organization, the professor would expect to see the written plan or report. In addition, the student should submit a memorandum reflecting on the project. This memorandum should describe how the project was conducted – what meetings were held at the nonprofit, what documents and materials were used, etc. It should also summarize what was learned through the experience. If the project has been undertaken by a team, the memorandum should describe the role played by each team member.

ATTACHMENT III
ADDITIONAL COURSE INFORMATION

(The following policies are an integral part of this course syllabus.)

GRADING STANDARDS

Letter grading is based on a four-point scale as follows:

3.7-4.0 A: Excellent and exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional professional quality.

3.6-3.7 A-: Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of appropriate analytical approaches, is thorough and well-reasoned, and meets professional standards.

3.3-3.6 B+: Good: Sound work for a graduate student; well-reasoned and thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic objectives of this graduate course.

3.0-3.3 B: Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

2.7-3.0 B-: Borderline: Weak work for a graduate student but meets minimal expectations in the course. Understanding of key issues is incomplete. (A B- average in all courses is not sufficient to sustain graduate status in good standing.)

2.3-2.6 C+: Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

2.0-2.3 C: Deficient - see above

1.7-2.0 C-: Deficient - see above

Less than 1.7 F: Unacceptable: Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.

COURSE POLICIES

This course follows established policies of the University and Columbian College, including the policy on class attendance (<http://registrar.gwu.edu/university-policies#attendance>), the policy on religious holidays (<http://registrar.gwu.edu/university-policies#attendance>), and the policy on disabilities (<http://registrar.gwu.edu/university-policies#attendance>). Students with disabilities are encouraged to seek assistance from Disability Support Services (<http://www.gwired.gwu.edu/dss>). The University's Mental Health Services provide assistance and referral to address students' personal, social, career, and study skills problems (see counselingcenter.gwu.edu). Any case of dishonesty will be referred to the Academic Integrity Council following the processes provided online. The Code states: "Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." For the remainder of the Code, see <http://www.gwu.edu/~ntegrity.code/html>.

Written assignments are due on the day indicated in this syllabus. The grade for the paper will be lowered by one-half grade (e.g., A becomes A-) for every day that the paper is late, unless the professor has granted an extension. Extensions may be granted only under certain circumstances, consistent with the above policies. The professor reserves the right not to accept work that is very late and to assign a failing grade to such work.

Civility in the Classroom: Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. At the same time, higher education demands that all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity.

TIME COMMITMENT

This is a three-credit graduate course. The semester is 15 weeks. Required reading and preparation of papers outside of class is expected to require, on average, 5.5 hours per week. Instruction, including class sessions and asynchronous instruction (e.g., PowerPoints) via Blackboard, will require 2 hours per week. The total student time commitment is estimated to be 112.5 hours (7.5 hours per week for 15 weeks).