1. **Title of the module**

SOCI6240 (SO624) Learning by Giving - Philanthropy in Action

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) or Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA Social Policy and joint honours Social Policy programmes

BA Sociology and joint honours sociology programmes

BA Cultural Studies and Media and joint honours Cultural Studies and Media programmes

BA Criminology and joint honours Criminology programmes

Also available as a ‘wild’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate systematic knowledge and critical understanding of the principles and theories that explain philanthropy and philanthropic giving;

8.2 Show the ability to apply underlying concepts and principles of philanthropy in addressing local community and societal issues;

8.3 Possess and demonstrate systematic knowledge and critical understanding of the evolution of philanthropy and the role of philanthropy in the United Kingdom and be able to critically evaluate the impact at a local community level.

8.4 Demonstrate systematic knowledge of philanthropic decision making, and ability to evaluate critically the appropriateness of different approaches in solving local community issues

1. **The intended generic learning outcomes.**On successfully completing the module students will be able to:

9.1 Use a range of established critical thinking techniques to initiate and undertake critical analysis of information, and to propose solutions to local social problems arising from that analysis;

9.2 Effectively communicate information, devise and sustain arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;

9.3 Effectively work as part of a team to propose joint solutions to local problems

1. **A synopsis of the curriculum**

This module will provide students with an understanding of both the art and science of philanthropy (that is ‘voluntary action for public good’), culminating with students distributing philanthropic funding to local community causes. Exploring the role of philanthropy in contemporary society, students would be encouraged to critically examine who gives in society and why. We will examine the mechanisms of giving, and how and why philanthropy impacts on all parts of civil society. We explore the economic, social and moral frameworks of giving, debating notions of worthy and unworthy causes, and how social policy shapes philanthropic giving, as well as how philanthropy helps shape and drive social policy. As part of this module students will be facilitated to reflect on and make their own giving decisions, exploring the role of the philanthropist and how to define philanthropic impact. The module concludes with students ‘becoming’ philanthropists, distributing small grants to local organisations and evaluating these giving decisions.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Buchanan, P. (2019) *Giving Done Right: Effective Philanthropy and Making Every Dollar Count.* New York: Public Affairs

Friedman, E. (2013). *Reinventing Philanthropy: A Framework for More Effective Giving*. Washington DC: Potomac Books.

Frumkin, P. (2006) *Strategic Giving: The Art and Science of Philanthropy,* Chicago: University of Chicago Press.

Kass, A. (2007) *Giving Well, Doing Good: Readings for Thoughtful Philanthropists*, Indiana: Indiana University Press

MacAskill, W. (2015) *Doing Good Better: A radical new way to make a difference.* London: Guardian Books

Tierney, T., & Fleishman, L. (2011). *Give Smart: Philanthropy That Gets Results* New York: Public Affairs Books.

1. **Learning and teaching methods**

Total Contact Hours: 22

Private Study Hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Coursework - reflective essay (1500 words) – 20%

Coursework - Community Needs Assessment and Organisation Analysis (2,500 words) – 40%

Coursework - Presentation in small groups (10 mins plus supporting documentation) – 40%

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Workshops | X | X | X | X | X | X | X |
| Site visits | X | X | X | X | X | X | X |
| Private Study | X | X | X | X | X | X |  |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay (1500 words) | X | X | X | X | X | X | X |
| Needs Assessment | X | X | X | X | X | X |  |
| Presentation |  | X | X | X | X | X | X |

1. **Inclusive module design**

The School*)* recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Working with partner organisations US for example the Lily School for Philanthropy, Indiana and University of Nebraska Omaha, students will be offered opportunities to exchange views, ideas and experiences with students on a similar course in the US.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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