1. **Title of the module**

SOCI9780 (SO978) - Global Philanthropy: Comparative Perspectives

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 7

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

30 credits (15 ECTS)

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

Autumn term (term 1)

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

None

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

Philanthropic Studies (Distance Learning) MA - Compulsory module

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

8.1Demonstrate an advanced critical understanding of the range of theories and key conceptual approaches to philanthropy in a global, comparative context

8.2 Demonstrate an advanced and systematic understanding of how philanthropy has developed alongside globalisation, how this has influenced contemporary debates around philanthropic giving *8.3* Demonstrate a critical awareness of the role of the policy environment and the various actors (governmental, non-governmental and private sector) that shape the legal, fiscal and cultural context for philanthropy around the world

8.4 Systematically evaluate the cross-country literature on why donors (including individuals, companies, charitable trusts and foundations) make charitable donations, where they make donations to, and how other variables such as religion, gender, race, income, etc. affect these findings

8.5 Evaluate the merits of different types of data on global philanthropic activity, and produce reasoned, justified and creative critiques of the differing data’s validity

8.6Act autonomously in creating and presenting critical ideas which can then be applied, along with theoretical, empirical and practical knowledge, in the tackling of philanthropic issues in a global context.

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

9.1 Make critical evaluations in order to effectively gather appropriate and reliable library and web-based resources for postgraduate study

9.2 Act autonomously in using web-based resources to augment knowledge gained from online seminars and web-based study materials

9.3 Demonstrate self-direction, critical judgement, and theoretical knowledge in accessing, interpreting and analysing data

9.4 Use selected resources to construct critical arguments and be able to communicate these conclusions clearly to specialist and non-specialist audiences

9.5 Apply problem solving skills in the planning and implementation of professional practice based tasks

9.6 Apply critical reflection to both individual and organisational practice.

1. **A synopsis of the curriculum**

This module will give an advanced level overview of the nature and practice of contemporary philanthropy across the world. It will examine how local contexts and processes of globalisation are affecting different forms of philanthropy found around the world. It will cover the comparative analysis of monetary donations, donor motivations, fundraising practices, tax incentives and welfare/market provision across a range of countries, and encourage students to critically assess how and why philanthropic behaviour varies across different political, cultural and socio-economic contexts. Drawing on current academic theory, knowledge and empirical research, students will gain a broader understanding of philanthropy beyond their own culture, and the growing role of philanthropic institutions in eliciting global change.

To enable this advanced level knowledge to be used in practice, cross-cutting thematic issues, such as the role of regulation and the impact of religion, as well as relevant ethical issues will be explored. Students will gain from this a systematic understanding of the role of global philanthropy in society. Experts in geographically-specific areas of philanthropy (for example, Russian Philanthropy) will provide a small number of guest lectures to illuminate these topics further.

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

Aina, T.A. & Moyo, B. (eds.) (2013) *Giving to Help: Helping to Give: The Context and Politics of African Philanthropy*. Senegal: Amalion Publishing

Anheier, H. K., Simmons, A., & Winder, D. (eds.) (2007). *Innovation in Strategic Philanthropy: Global and Local Perspectives.* New York, N.Y.: Springer Science+ Business Media

Cantegreil, M., Chanana, D. & Kattumuri, R. (eds.), (2013) *Revealing Indian Philanthropy*. London: Alliance Publishing Trust

Jung, T., Phillips, S. D., & Harrow, J. (Eds.). (2016). *The Routledge Companion to Philanthropy*. London: Routledge.

Sanborn, C. & Portocarrero, F. (eds.), (2005) *Philanthropy and Social Change in Latin America*. Cambridge, MA: Harvard University Press

Wiepking, P. and Handy, F. (eds.) (2015) *The Palgrave Handbook of Global Philanthropy*. London: Palgrave Macmillan

1. **Learning and teaching methods**

Total contact hours: 50

Private study hours: 250

Total study hours: 300

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

Coursework – essay (4000 words) – 60%

Coursework – assignment (2000 words) – 20%

Coursework - Online forum/seminar participation – 20%

13.2 Reassessment methods

100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Study day | **X** |  |  |  |  | **X** | **X** |  | **X** |  |  |  |
| lectures etc | **X** | **X** | **X** |  |  |  |  |  |  |  |  |  |
| Audio recordings | **X** | **X** | **X** |  |  |  |  |  |  |  |  |  |
| Online forums | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay- 4000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Assignment – 2000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Forum participation | **X** | **X** | **X** | **X** | **X** | **X** | **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, via online distance learning.

1. **Internationalisation**

The entire module is structured around learning about cross-national differences in philanthropic practices. It covers a different geographical area every week, grouping countries based on themes that include religious practices or political allegiances. There are international guest lecturers who feature throughout the course. In the main part of the assessment, students must undertake a comparative study of two different countries or geographical settings

**FACULTIES SUPPORT OFFICE USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 17/04/2018 | Revision | September 2018 | 10, 12, 13 |  |
| 27/01/2019 | Major | September 2019 | 4, 11, 12, 13, 14 | No |