CAHS 3700
Gender, Wealth and Philanthropy
Summer 2009

Instructor: Sidney James-Nakhjavan
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Office Hours: M-F 1:00-5:00

Credit Hours: 3
Lecture: M-F 10:00-11:30
Location: Room 336

BULLETIN DESCRIPTION:

COURSE DESCRIPTION:
This course is designed to further the enhancement of lives through education, leadership, and philanthropy. This course will assist students in achieving a more fluent understanding of wealth and philanthropic theories, principles, and applications that will be portable throughout life.

COURSE FORMAT:
This course content will include a series of lectures, context based learning by visiting professional offices, and assignments that involve individual attention and group assignments. Students will be asked to complete numerous worksheets, and assignments, a response paper to the professional visits, prepare class presentations including a project which features a philanthropist, and a comprehensive research project encompassing a life wealth folio and a philanthropy plan.

PREREQUISITES:
Sophomore Standing.

COURSE OBJECTIVES:
Students will:
1. Gain knowledge of personal finances, wealth stewardship and philanthropy.
2. Gain understanding of the theories, concepts, tools, and applications of personal finance, wealth stewardship, and philanthropy as mediated by gender.
3. Strengthen creativity and time-management skills.
4. Develop and understand a spending plan, net worth analysis, monthly tracking form, debt reduction plan, philanthropic or giving plan, and life folio.
5. Understand the personal financial management process to form a foundation for engaging in wealth accumulation, stewardship, and philanthropy.
6. Understand the context of the non-profit sector and philanthropy while identifying skills and information needed for working with non-profits as a donor and/or a volunteer.
7. Become more proactive, energized, and inspired regarding their personal financial and philanthropic goals.

TEXTBOOKS REQUIRED:


Other Readings Required:
These readings will be assigned throughout the semester.

SUPPLIES (REQUIRED):
1) Two three ring binder notebooks
2) Two sets of dividers packages
3) Aforementioned textbooks
4) 20 x 24 Foam boards and any other items, materials you deem appropriate for donor vision board assignment

COURSE POLICIES:

CLASS ATTENDANCE IS EXPECTED.

Material that you will learn comes from two textbooks, supplemental readings, video viewings, professional visits, and in-class discussion. You are an adult and I intend to treat you as such—you do not need my permission to miss a class. I realize certain situations may require you to miss class. However, if you choose not to attend class—do not be surprised or upset when your final grade reflects your minimal efforts. And, let me save you the trouble of asking—No, I will not adjust your grade upward at the end of the semester when you have compromised your academic, and/or standing because you chose to skip class.

Three unexcused absences will result in a one letter grade reduction of your final grade. Late work will not be accepted without an approved excused absence. Please refer to University excused absences policies as outlined in the Tiger Cub. If you are going to be absent, please let me know in advance of your absence. For an excused absence, the student must present the appropriate excuse on the first day of returning to class.

One extra credit opportunity (for 5 points) will be granted during this class and is due at the beginning of the class on the date that is written on the syllabus.
Students are expected to have read the textbook assignments, any outside readings, and homework lists, exercises, etc. assigned—prior to class time. Additional readings, video viewings, professional visits, and in-class discussion will be used to supplement your readings.

Written assignment requirements: should adhere to the following: typed, double-spaced, 12-size font, 1-inch margins on all sides, page numbers, appropriate documentation for all references and quotations using APA (5th ed.) format, accurate spelling, and grammar.

**Due Dates:** All assignments are due at the beginning of class on the specified date unless otherwise noted. Late assignments will not be accepted without a University approved excuse.

Students are required to respect the learning rights of others in the class by cooperating in group discussions and activities, and exhibiting respectful classroom etiquette:

a. Arriving late or leaving early can be very disruptive to the flow of class
b. Guest speaker appearances: There will be a number of guest speakers who will attend the class. It is expected that you be on time for class. If you are late (without a prior approved excuse), you will be marked “absent” and not allowed to come into the class late when a guest speaker is speaking. Business dress is required when guest speakers are present.

c. Cell phones must be in the off position during class. If your cell phone rings during the class, I reserve the right to collect the phone for the duration of the class.

d. Cell phones MAY NOT be used as calculators during class or examinations.

e. Sleeping is synonymous with home; you are here physically but not mentally. In addition, if you are disruptive in any way, I reserve the right to mark you as absent from the class that day.

**ACADEMIC HONESTY:**
Academic dishonesty in any form will not be tolerated and will be handled according to the University Academic Honesty procedure. All students are responsible for informing themselves about those standards before performing any academic work. All portions of the Auburn University Honesty Code (Title XII) found in the Tiger Cub will apply in this class. Violations of the Auburn University Honesty Code will be reported to the Academic Honesty Committee.

**STUDENTS WITH DISABILITIES:**
"Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096."
DIVERSITY:
“Auburn is committed to providing a working and academic environment free from discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all its members.” (Tiger Cub).

The College of Human Sciences’ belief statement undergirds our efforts in learning. Specifically, the College of Human Sciences Belief System states:

✓ Quality of life is a function of the relationship among people and their environments.
✓ Human diversity generates a dynamic force for progress
✓ Global issues will increasingly affect the well-being of individuals, families, and communities throughout the world
✓ Each generation is responsible for stewardship of the earth’s human and natural resources
✓ Professional integrity and ethical behavior can best be promoted by an integrated set of personal and professional values
✓ A genuine commitment to service and organizational excellence is the foundation for professional success
✓ Education is strengthened through partnerships with industry and government
✓ Contemporary issues are complex and most effectively addressed by an interdisciplinary approach and team effort
✓ World-Class education requires that students and faculty reach beyond the classroom to gain practical experiences, an awareness of emerging trends, and a realistic perspective of their place in the world.

GRADING AND EVALUATION
Grading scale:
A = 90% and Above
B = 80% - 89.999%
C = 70% - 79.999%
D = 60% - 69.999%
F = Below 60%

Deliverables:

➢ Net worth analysis (Required in Life folio)
➢ Spending Plan (Required in Life folio)
➢ Financial tracking forms (Required in Life folio)
➢ Debt reduction plan (Required in Life folio)
➢ Financial Goals worksheet (Required in Life folio)
➢ Gender Roles and Strategy for Investment Statement (Required in Life folio)
➢ Personal Philanthropic Mission Statement (Required in Life folio)

➢ Personal Giving Plan
20% of final grade

- **Response paper to professional field visits/speakers/videos**
  10% of final grade

- **Donor Diva Vision Boards**
  15% of final grade

- **“Focus on a philanthropist” group presentation**
  10% of final grade

  Final paper and compilation of **Life folio and giving plan** (Due June 25, 2009 by 5:00pm); 40% of final grade

  (Note: This folio should contain all assignments from the class as outlined above, filed within the designated sections within your Life folio.)

- **Class participation and homework assignments**
  5% of final grade

*This syllabus is a tentative outline for the course. All changes will be announced in class and emailed to students. Students not attending class are responsible for obtaining this information.*