

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

**PPPA 6032 - MANAGING FUNDRAISING AND PHILANTHROPY
SPRING, 2025
(Revised 12/17/24)**

GENERAL COURSE INFORMATION

PPPA 6032.10
CRN 26551
Managing Fundraising and Philanthropy
Tuesdays, 6:10 – 8:00 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: Students are encouraged to make an appointment for in-office or virtual meetings with the professor. Email is the best way to contact the professor for a prompt reply.

COURSE DESCRIPTION

This course provides a comprehensive overview of fundraising for nonprofit organizations and institutions and the practice of philanthropy in the United States. 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. The Graduate Certificate in Nonprofit Management and the nonprofit management field of study for MPA and MPP students require this course or PPPA 6033.

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

15% of course grade: class participation

Students are expected to attend class sessions and participate in discussions. Attendance will be taken in every class session. Attendance policies follow those of the Trachtenberg School of Public Policy and Public Administration.

15% of course grade: case study

Working in teams, students will prepare a brief presentation on a nonprofit organization. See Attachment I to this syllabus for further explanation. This case-study will account for 15 percent of the course grade. The professor will assign a grade to each team and that grade will then be incorporated in the individual course grade of each team member.

40% of course grade: two 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. A Word document is preferred. The paper may not exceed 5 pages, double-spaced. Each brief paper counts for 20% 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 (*The Campaign for Spelman College*) is available from the Harvard Graduate School of Education (<https://hep.gse.harvard.edu/cases/the-campaign-for-spelman-college/>). The case can be downloaded and read at any time. ***Students will be required to pay \$7.95 to download the case.*** *Note:* The textbook also includes a case study of the Smithsonian and Catherine Reynolds, but Blackboard includes a longer article that should be read as the basis for this paper.

30% of course grade: course paper or project

Students will complete a 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 in Attachment II 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 in a meeting or via email 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 should be submitted via email by the due date to be announced by the professor.

GRADING STANDARDS	See <u>Attachment III</u>
COURSE POLICIES	See <u>Attachment III</u>
TIME COMMITMENT	See <u>Attachment III</u>

REQUIRED READING

Book:

Worth, M. J., Fundraising: Principles and Practice (second edition). Thousand Oaks, CA: Sage Publications, 2025.
ISBN 978-1-0719-3132-5

Reiger, D.B. & S.A. Dean, For Profit Philanthropy. Oxford University Press, 2023. *Note: An electronic version of this book is available free through Gelman Library (<https://library.gwu.edu/>). Students should read the Introduction and Chapters 1-3 for discussion in the class session indicated, but reading of the entire book is recommended for those with an interest in this topic.*

Case Study (purchase):

Students will be required to pay \$7.95 to the Harvard Graduate School of Education to download the case “The Campaign for Spelman College.” <https://hep.gse.harvard.edu/cases/the-campaign-for-selman-college/>

Blackboard and Web:

Additional required readings are available on Blackboard or online, as indicated in this syllabus. The professor also may assign modest additional reading as the semester progresses, for example a recently-published article.

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. They are not required reading unless indicated in the course outline.

COURSE OUTLINE, ASSIGNMENTS, AND CLASS SESSION PLAN

SESSION 1

JANUARY 14, 2025

COURSE INTRODUCTION AND OVERVIEW

Required reading: No reading is required in advance of the first session.

Class session plan:

- 1) Introductions by students and professor
- 2) Professor’s overview of course

SESSION 2
JANUARY 21, 2025
PRINCIPLES OF FUNDRAISING AND PHILANTHROPY

Required reading:

BOOK: Worth, Chapters 1, 2, 4, 5, including *Case 2.2: New York City Parks* and *Case 5.1: American Red Cross*

(**Note:** Students who have taken a course on nonprofit management may skip Chapter 1 or read it for a refresher.) **BLACKBOARD:** Brest 2012, “A Decade of Outcome-Oriented Philanthropy” (This article is dated but makes important points that are still highly relevant.)

Recommended reading: BOOK: Worth, Chapter 14 (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:** (1) Foster et al. 2009, Ten Nonprofit Funding Models (Dated but still relevant.); (2) Salehi, Rise of Trust Based Philanthropy

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of assigned cases
- 3) Discussion of Brest article
- 4) Identification of volunteers to present on giving platforms next week. [Note their capabilities and unique features.] Possibilities include: Facebook Fundraisers (<https://www.facebook.com/fundraisers/>); Indiegogo, (<https://www.indiegogo.com>); DonorsChoose (<https://www.donorschoose.org/>); GoFundMe, (<https://www.gofundme.com/>)

SESSION 3
JANUARY 28, 2025
INDIVIDUAL DONORS PART 1: BUILDING THE BASE OF SUPPORT

Required reading: BOOK: Worth, Chapters 3, 6, including *Case 6.1: Giving Tuesday* and *Case 11.4* (end of Chapter 11): *Neil Armstrong’s Space Suit*

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

Class session plan:

- 1) Lecture/general discussion
- 2) Overview of selected giving platforms by student volunteers
- 3) Discussion of assigned cases
- 3) **First group meeting** on mini-case study (about 10-15 minutes). Identify 2-3 organizations in which the team may be interested and provide names to the professor, to assure no duplication. 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**FEBRUARY 4, 2025****INDIVIDUAL DONORS, PART 2: MAJOR AND PRINCIPAL GIFTS**

Required reading: BOOK: Worth, Chapter 7, including the hypothetical donors scenarios; Case 5.2: *Silicon Valley Community Foundation* (Note: If you read this as part of Chapter 5, assigned previously, go back and review it for this session.)

Recommended reading: BLACKBOARD: (1) Bank of America Study, 2023; (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), (6) Bezos, \$200 million, (7) Bezos Suggests Naming, (8) Worth et al., 2020, Understanding Motivations of Mega-Gift Donors to Higher Education: A Qualitative Study **ONLINE:** (1) Shaker & Nelson, 2021, A grounded theory study of major gift fundraising relationships in U.S. higher education.

<https://journals-sagepub-com.proxygw.wrlc.org/doi/10.1177/08997640211057437>

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 in developing answers. A brief version of this case is included at the end of Chapter 1 of the textbook (Case 1.1), but students should also read the longer articles on Blackboard.)

Class session plan:

- 1) Lecture/general discussion
- 2) Discussion of *Silicon Valley Community Foundation* case
- 3) Overview of Reynolds case questions
- 4) **Second team meeting** (10-15 minutes) on mini case study. Finalize selection of the organization and inform the professor. Assign roles to group members.

SESSION 5**FEBRUARY 11, 2025****SOLICITATION EXERCISES**

Teams will be assigned to prepare for a solicitation visit to a donor. Other class members will play the role of the donor. The class will be given time in class to plan the visit. In preparation, review the Solicitation Exercises handout on Blackboard.

Class session plan:

- 1) Discussion of Catherine Reynolds and the Smithsonian Institution
- 2) Solicitation exercises

FIRST BRIEF PAPER DUE

SESSION 6
FEBRUARY 18, 2025
INDIVIDUAL DONORS PART 3: PLANNED GIVING

Required reading: BOOK: Worth, Chapter 8, including hypothetical donor cases; **BLACKBOARD:** (1) Reich, 2020, On #GivingTuesday; (2) Hopkins, 2020, Don't Tie the Hands

Class session plan:

- 1) Discussion of Reynolds case
- 2) Lecture/general discussion
- 3) Discussion of Reich, Hopkins articles regarding DAFs

SESSION 7
FEBRUARY 25, 2025
CAMPAIGN PLANNING AND MANAGEMENT

Required reading/viewing: BOOK: Worth, Chapter 11; **BLACKBOARD:** Worth, "Campaigns: New Directions"

SECOND BRIEF PAPER ASSIGNED: The Campaign for Spelman College
(This case can be downloaded from the Harvard Graduate School of Education,
<https://hep.gse.harvard.edu/cases/the-campaign-for-selman-college/>
Students will be required to pay a fee of \$7.95.

Class session plan:

- 1) Lecture/general discussion
- 2) Viewing and discussion of selected campaign materials
- 3) Overview of Spelman case questions

SESSION 8
MARCH 4, 2025
CORPORATE AND FOUNDATION SUPPORT

SECOND BRIEF PAPER DUE

Required Reading: BOOK: Worth, Chapters 9, 10

Class session plan:

- 1) Lecture/general discussion
- 2) Discussion of *Spelman College* case
- 3) **Third team meeting** on mini-case study. Discuss findings and finalize assignments for group's presentation in class session 10.

MARCH 11, 2025
NO CLASS – SPRING BREAK

SESSION 9
MARCH 18, 2025
GUEST SPEAKER-TBD

Required reading: Students should read at least the Introduction and Chapters 1-3 of For Profit Philanthropy. The class will discuss issues raised in this book in the second half of the class following departure of the guest speaker.

Class session plan:

- 1) Guest speaker
- 2) Following speaker: Discussion of issue from For Profit Philanthropy

SESSION 10
MARCH 25, 2025
MINI-CASE GROUP PRESENTATIONS

Each presentation should be about 20 minutes, to be followed by questions and discussion.

SESSION 11
APRIL 1, 2025
MANAGING FUNDRAISING PROGRAMS

Required reading: BOOK: Worth, Chapters 12, including Case 12.1: *charity:water*

Recommended reading: BLACKBOARD: (1) Newman et. al., 2019, “Do the Ends Justify the Means?” (2) Fine and Kanter (2020), *Rehumanizing Fundraising With Artificial Intelligence*

Class session plan:

- 1) Lecture/general discussion
- 2) Discussion of assigned case

SESSION 12
APRIL 8, 2025
LEGAL, ETHICAL, AND POLICY ISSUES

Required reading/viewing: BOOK: Worth, Chapter 13, including Case 13.1: *Sackler Family*;
BLACKBOARD: (1) Dunn, 2010, “Strategic Responses by a Nonprofit When a Donor Becomes Tainted”; (2) Farhi, “Thomas Friedman’s Columns” (3) Review the ethics scenarios handout on Blackboard and identify scenarios you wish to discuss in class. (Note: Similar cases are included at the end of Chapter 13 in the text (page 390) but the professor occasionally updates them and the most recent version in on Blackboard.)

Recommended reading: BLACKBOARD: How Compliance Affects Grantseeking

Class session plan:

- 1) Lecture, general discussion
- 2) Viewing and discussion of Epstein case video: “The MIT Epstein Story”
<https://www.youtube.com/watch?v=Hrnd4dm6eew>
- 2) Discussion of selected ethics scenarios from handout

SESSION 13**APRIL 15, 2025****DISCUSSION OF STUDENT FINAL PAPERS/PROJECTS**

Students will make brief presentations about their final papers. The papers need not be completed at this point. The length of the presentation and discussion will be determined depending on class size. Discussion will include questions about each paper and/or suggestions from members of the class.

SESSION 14**APRIL 22, 2025****CONTINUED DISCUSSION OF STUDENT FINAL PAPERS/PROJECTS AND PROFESSOR’S CLOSING REMARKS****WEEK 15****COMPLETION AND GRADING OF FINAL PAPER**

Deadline for submission will be announced by the professor.

**ATTACHMENT I
GROUP CASE STUDY PROJECT**

The class will be divided into groups, the number depending on class size. Each group will collaborate on a case study of a selected nonprofit organization. The case study will involve publicly-available materials and sources, as suggested below. It is not necessary to undertake original research, such as interviews. Each group will make a class presentation of about 15 minutes, allowing for additional questions and discussion. 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] [Note: This is not always available in any detail.]
- 7) Are there opportunities that you see for increasing support, including perhaps new sources, a better online presence, or something else? What recommendations might you offer to the organization for increasing support?

These case studies are meant to be **brief**. No written report or paper is required. Most groups develop a PowerPoint for their presentations.

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

ATTACHMENT II 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 many instances, a good case study can be written from publicly available materials. In other instances, it may be 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 15-18 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 via Gelman Library.] *Stanford Social Innovation Review* also has provocative articles that may suggest topics for further exploration. Many articles are available online without a subscription. 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 15-18 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 15-18 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, a student completing a project of this nature must submit a memorandum reflecting on the project. The 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/POLICIES** *(The following policies are an integral part of this course syllabus.)*

GRADING STANDARDS

Letter grades will be provided for all written assignments. The scale used in this course is as follows:

A Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, sophisticated, and well written.

A- Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of issues, is thorough and well-reasoned.

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

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.

[Note: Any lower grade signifies significant skill deficiencies, inadequate engagement/effort in the class (e.g., late assignments), and/or other issues.

A letter grade will be assigned for class participation. A student who attends all class sessions can anticipate a grade no lower than A- for this component of the course grade. Students who are absent from classes without communication with the professor, and a valid reason, may receive a lower grade. In order to earn an A for class participation, the student must have been noticeably active in class discussions.

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.

The George Washington University (GW) and its faculty are committed to creating a safe and open learning environment for all students. If you or someone you know has experienced sexual harassment, including sexual assault, dating or domestic violence, and stalking, please know that help and support are available. GW strongly encourages all members of the community to take action, seek support, and report incidents of sexual harassment to the Title IX Office. You may contact the Title IX Office at 202-994-7434 or at titleix@gwu.edu or learn more by visiting titleix.gwu.edu. Please be aware that faculty members are required to disclose information about suspected or alleged sexual harassment or other potential violations of the Title IX Sexual Harassment and Related Conduct Policy to the Title IX Office. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Community members are not required to respond to this outreach. If you, or another student you know, wishes to speak to a confidential resource who does not have this reporting responsibility, please contact Counseling and Psychological Services through the Colonial Health Center 24/7 at 202-994-5300, or the Office Of Advocacy and Support at 202-994-0443 or at oas@gwu.edu.

GW CAMPUS EMERGENCY INFORMATION

GW Emergency Services: 202-994-6111

For situation-specific instructions, refer to GW’s Emergency Procedures guide.

GW Alert

GW Alert is an emergency notification system that sends alerts to the GW community. GW requests students, faculty, and staff maintain current contact information by logging on to alert.gwu.edu. Alerts are sent via email, text, social media, and other means, including the Guardian app. The Guardian app is a safety app that allows you to communicate quickly with GW Emergency Services, 911, and other resources. Learn more at safety.gwu.edu.

Protective Actions

GW prescribes four protective actions that can be issued by university officials depending on the type of emergency. All GW community members are expected to follow directions according to the specified protective action. The protective actions are Shelter, Evacuate, Secure, and Lockdown (details below). Learn more at safety.gwu.edu/gw-standard-emergency-statuses.

Shelter

- Protection from a specific hazard
- The hazard could be a tornado, earthquake, hazardous material spill, or other environmental emergency.
- Specific safety guidance will be shared on a case-by-case basis.

Action:

- Follow safety guidance for the hazard.

Evacuate

- Need to move people from one location to another.
- Students and staff should be prepared to follow specific instructions given by first responders and University officials.

Action:

- Evacuate to a designated location.
- Leave belongings behind.
- Follow additional instructions from first responders.

Secure

- Threat or hazard outside of buildings or around campus.
- Increased security, secured building perimeter, increased situational awareness, and restricted access to entry doors.

Action:

- Go inside and stay inside.
- Activities inside may continue.

Lockdown

- Threat or hazard with the potential to impact individuals inside buildings.
- Room-based protocol that requires locking interior doors, turning off lights, and staying out of sight of corridor window.

Action:

- Locks, lights, out of sight
- Consider Run, Hide, Fight

USE OF ELECTRONIC COURSE MATERIALS

Students are encouraged to use electronic course materials, including recorded class sessions, if any, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions, if any, should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions.

TIME COMMITMENT

This is a three-credit graduate course. The semester is 15 weeks. Instruction, including class sessions, will require 2 hours per week for 14 weeks. Required reading and preparation of papers outside of class is expected to require, on average, 6.0 hours per week during the first 14 weeks and 8 hours during week 15. The total student time commitment is estimated to be 120 hours (8.0 hours per week for 15 weeks).