IPAF 4900: Research Experience Opportunity

Project Title: How Do We Teach Philanthropy? An Exploratory Study on Syllabi About Philanthropy

Term: Fall 2017

Supervisor: Paloma Raggo, PhD.

Recent research about emerging trends in the sector have focused on the analysis of scholarly production such as doctoral thesis and published articles (Shier and Handy, 2014). While useful, these analyzes are partially incomplete as they ignore the role of instructor’s characterization of what philanthropy is and what key readings should be used to teach philanthropy. Unlike previous studies who have looked at the output of knowledge in the field by studying scientific production, this project aims to understand the prevalent narratives of the field of Philanthropy which are embedded in the syllabi in the field. Each student will be asked to create an annotated bibliography on the recent publications on the trends and state of the field in philanthropic studies. The goal is to understand what are the prevalent narratives we are teaching students of the sector.

Research duties:
Students will be asked to produce a structured annotated bibliography. Each student will be provided a structured questionnaire to evaluate the literature on the recent trends in the field. Students will be asked to identify the research questions, variables, arguments, conclusions, etc. Students will be provided with a selection of key articles to jumpstart their bibliographic research.

Number of students required: up to 3 students, each student assigned up to 30 items.

Research duties:
Duties, approximate number of hours per week student is expected to contribute to the research project

1) Compile a list of scholarly articles and books of recent reviews about trends of the nonprofit sector and the field of philanthropic giving published in a pre-determined list of journals provided by the researcher.
2) Compile a list of articles on the role of epistemic communities in the diffusion of knowledge (if more than one student participates to the project).
3) Produce an annotated bibliography for about 30 sources where students answer the same questions for all the research articles.
4) Write a 5-page reflective memo on the major trends observed in the surveyed sources.
Learning and reflection activities:
Learning and reflection activities regular virtual meetings (skype or CULearn) and communication via email. Learning how to use a bibliographic software (Zotero) to promote organizational skills and transparency. Preparing a list of the literature to be surveyed. One short reflective memo.

Learning outcomes:
The student will (1) further his/her ability to work independently, (2) learn about the important topic of private foundations and financial strategies, (3) learn how to evaluate critically the scholarly literature, and (4) develop an ability to use bibliographic software to promote systematic and transparent research. In addition to those, the student will get firsthand experience on the process of academic research.

Evaluation Criteria:
- Literature list (30-40 items) 20%
- Annotated bibliography (30 items using Zotero) 50%
- Reflective memo (5 pages) 30%

Skills or knowledge required:
- Course(s) and/or interest in International Relations, International Development, Nonprofit management, Business, Accounting
- Understanding of basic methodological concepts: variables, types of methods
- Ability to effectively search in academic databases
- Knowledge of Zotero (bibliographic software) or aptitude to learn it efficiently
- Very organized and detailed oriented
- Critical thinking, good writing skills, and ability to work independently
- Aptitude with technology and ability to work remotely via virtual groups, Skype, and other online platform

Any required health and safety training:
No

Other considerations:
No

Application instructions:
Participants are selected on the basis of merit and fit with the research project. Please submit a CV, transcript, and cover letter indicating why you are interested in and qualified for this research experience to the School of Public Policy and Administration administrator, Ashley McKee, at AshleyDawn.McKee@carleton.ca with “IPAF 4900 Fall 2017 Application – Dr. Raggo” in the subject of the email.

Only students with a GPA of 9.5 or higher and at least third year honours standing will be considered.
To find out more about IPAF 4900, please visit: http://carleton.ca/fpa/ipaf-main/