



JOHN V. ROACH  
HONORS COLLEGE



## Honors Colloquium Spring 2016

### HCOL 40023: On Human Nature — Giving & Philanthropy

Section 670

Rees-Jones Hall 333

Monday 3:00–5:00 PM

#### ■ Course Information

Dr. Ron Pitcock  
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(Use **Nature of Giving 2016** in subject line)

The Philanthropy Lab

Web site: <https://www.thephilanthropylab.org> / Facebook: <https://www.facebook.com/ThePhilanthropyLab>

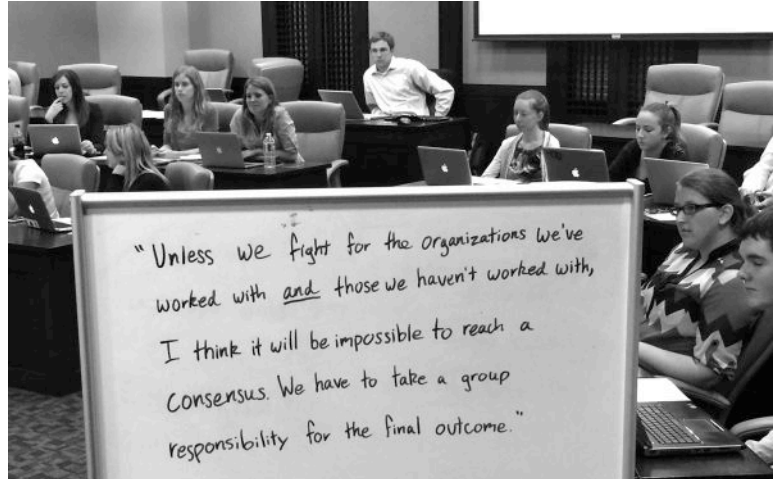
Twitter: <https://twitter.com/ThePhilLab>

#### ■ Overview

“Nature of Giving,” an upper-division Honors colloquium, will concentrate on two primary learning outcomes.

First, students will gain an understanding and appreciation for the meaning/importance of philanthropy. Students will examine the scope and diversity of the philanthropic sector through historical figures like Andrew Carnegie and John D. Rockefeller and current philanthropists Warren Buffett and Bill Gates, who co-founded The Giving Pledge—a challenge directed toward the wealthy to give away a majority of their wealth to charitable causes. This work will introduce students from a range of disciplines to the complex roles various foundations currently play in US society and culture, and encourage them to examine further the intersections of philanthropy with policy, the arts, business, law, and society.

Second, students will solve problems associated with philanthropy by participating in real philanthropic endeavors. Students will research various nonprofit organizations located in both Fort Worth and international locations, visit and conduct interviews, develop various memoranda/briefing notes, and



ultimately, in Scharbauer Hall's Debate Chamber, argue the merits of each organization under consideration. Students taking the course will help determine the goals of our philanthropy, the number and size of our gift(s), the mode of our awarding the gift(s), and our plans for evaluating the success of our gift(s). The work in this course will affect real lives in meaningful ways, and students will discuss and make moral judgments as they engage micro-decisions while considering macro-consequences. Students will direct and control over \$50,000 (donor-funded gifts to the course); it is up to the students' collective wisdom to grant these funds responsibly under rules we create as a class and with the guidance of TCU.

Nature of Giving is designed to prepare students to live thoughtful, philanthropic lives. For some, the course will help imagine how giving can become a vocation—particularly in non-profit organizations. For all, the course should point out the importance of giving as an avocation in the future.

## ■ Course: Chronology and Philanthropic Work

Few universities offer courses in philanthropy or grant making. An even fewer number offer those courses in areas outside business schools, public policy/management programs, and graduate courses. John V. Roach Honors College students taking this course are fortunate to have this class because of The Once Upon A Time Foundation... who has founded "The Philanthropy Lab" and is funding similar classes at Harvard U, Yale U, Stanford U, Princeton U, Northwestern U, the U of Michigan, the U of Pennsylvania, the U of Texas, the U of Chicago, the U of Virginia, Middlebury U, UCLA, and Baylor, among others. Students in this course are also fortunate because TCU Donors like Mr. Jeff and Mrs. Kelly Dillard and Mr. Ed Schollmaier, who have taken an interest in the course and support it financially. Because of these gifts, TCU students will have the opportunity to both study *and* practice philanthropy by making substantial grants to a small group of nonprofit organizations.

Over the course of the first 3 weeks, studies of current and historical philanthropists will shape how students evaluate the operational strategies and goals of local philanthropies. Starting week 2 and ending week 7, students will conduct due diligence research on nonprofit organizations, picking personal favorites and assessing those organizations' potential suitability for receipt of a grant. Guest speakers—including representatives from the Once Upon a Time Foundation, TCU Advancement and Development staff, the Fort Worth Zoo, TCU Donors, and the Amon Carter Foundation—will inform our research of regional nonprofit organizations.

For weeks 7 & 8, students will produce and read persuasive written descriptions (memoranda) about nonprofit organizations and vote for 15 finalist organizations. For weeks 9-12, students will divide into teams and complete background research (including on-site visits) on the finalist organizations, and then prepare a formal publication and group presentation for the benefit of other students in the class.

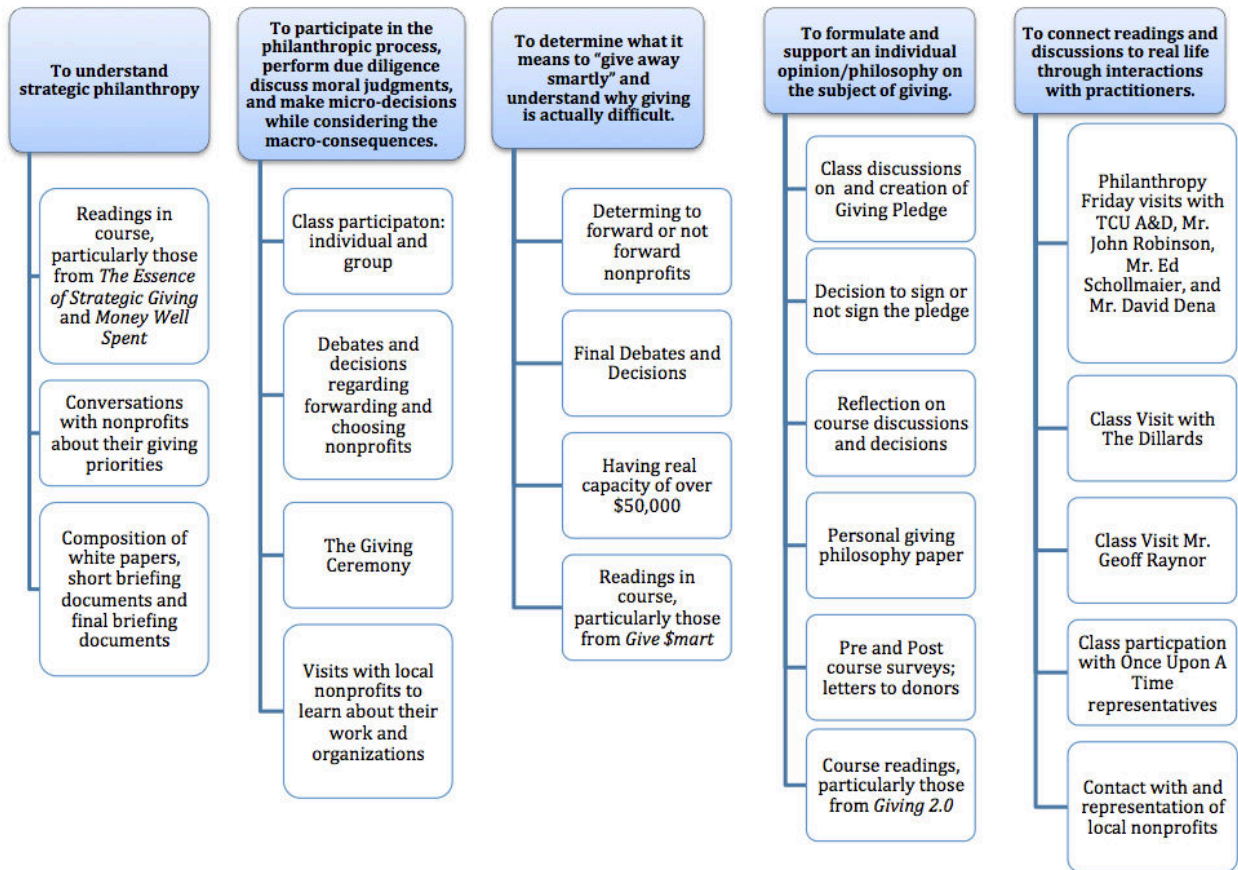
In weeks 13-14, the teams will present their persuasive arguments for donating either all or a part of the \$50,000+ gift to their assigned organization in a presentation. Finally, during weeks 15 and 16, the class will debate the merits of each organization and reach a consensus on which 4-6 organizations will receive funds.

On Thursday, April 28 at 3:00 pm, students will arrange a public presentation of the award(s) to the nonprofit organization(s) and reflect on what they have learned and experienced.

## ■ Course Objectives and Topoi

- To understand strategic philanthropy
- To participate in the philanthropic process, perform due diligence discuss moral judgments, and make micro-decisions while considering the macro-consequences.
- To connect readings and discussions to real life through interactions with practitioners.
- To formulate and support an individual opinion/philosophy on the subject of giving.
- To determine what it means to "give away smartly" and understand why giving is actually difficult.

## ■ Course Objectives Chart



## ■ Responsibilities of Colloquium Members

**Communicate effectively and clearly:** The colloquium requires students to write persuasively, speak effectively in public, debate ideas, listen carefully, conduct independent research and bring ideas from your own fields of specialization.

**Be professional, you are always representing TCU:** The written assignments have length limits because conciseness and professionalism are key. Be mindful of your status as representatives of TCU in all contacts with external organizations. You are not students in many of the situations this course will place you: you are professionals with over \$50,000 to give away responsibly.



**Be dependable and present:** Because class progress will often depend on your work, it is important to provide assignments on time by whatever means necessary. Even if you have to miss, the class needs your

work product—notes, memorandums, and evaluations. Regular attendance is crucial to success in this course. Only official university-sanctioned absences are excused. Students missing class either to represent TCU in a university-mandated activity or attend conferences for professional development should provide official documentation of schedules and turn in work *in advance*. Two absences will result in your failing the course.

**Be prepared:** I expect every course member to read all of the assigned texts in advance of class and prepare for discussion by taking notes. As you read, plan to make at least two contributions to the discussion. A planned contribution is mulled over in advance of class and can take the form of a question, illustration of a point in the reading, a disagreement, or a contrast with other readings.

**Respect your colleagues:** Once in class, be prepared to listen to and work with colleagues. At all times be prepared to comment on colleague's statements or to summarize perspectives that have been presented. Always treat seriously any comment offered in earnest. If you disagree with a colleague, clarify your position using appropriate evidence or explanation.

**Seek help when needed:** Course members are welcome to secure additional help on papers at the William L. Adams Writing Center (ext. 7221). For writing-center information visit <<http://www.wrt.tcu.edu/>> online. Students who receive tutoring—formal or informal—from individuals or programs other than the William L. Adams Writing Center are responsible for ensuring that the tutoring adheres to ethical standards consistent with those followed at the writing center (e.g., tutors do not write any portion of a student's paper; tutors do not proofread; tutors do not assist students with take-home exams). Students whose tutoring does not meet such ethical standards violate the university's code on academic misconduct and are subject to its penalties.

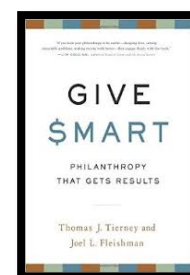
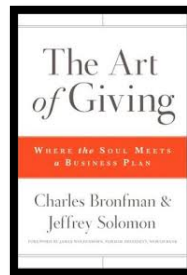
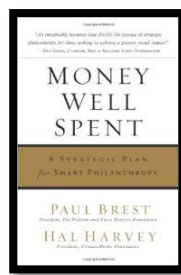
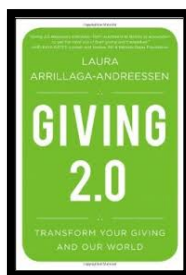
**E-college:** We will use the E-college learning platform extensively in this course. We will share all documents, have multiple threaded discussions, and track your grades on our class site.

**Philanthropy Fridays:** This speaker series will take place during already established Fridays this semester. During these sessions, we will have a lunch and spend time with a speaker who will give a short presentation and answer questions regarding their work and thoughts on philanthropy, as well as your work in this class.

*Liberality lies  
not in the  
multitude of the  
gifts but in the  
character of the  
giver.*

--Aristotle

## ■ Readings



### Books

- Arrillaga-Andriessen, Laura. *Giving 2.0: Transform Your Giving And Our World*. San Francisco: Jossey-Bass, 2012.
- Brest, Paul and Hal Harvey. *Money Well Spent: A Strategic Plan for Smart Philanthropy*. New York: Bloomberg, 2008. (online selections)
- Bronfman, Charles & Jeffrey Solomon. *The Art of Giving: Where the Soul Meets a Business Plan*. San Francisco: Jossey-Bass, 2010.
- Tierney, Thomas J. and Joel Fleishman. *Give \$mart: Philanthropy That Gets Results*. New York: PublicAffairs, 2011.

## Articles

- "America's Worst Charities." <http://www.tampabay.com/topics/specials/worst-charities.page>
- Bernholz, Lucy. "Philanthropy's 2012 Buzzwords." *The Chronicle of Philanthropy* 26 December 2012. (online)
- Brief History of Charitable Giving. [www.givingbetter.org](http://www.givingbetter.org) (online)
- Carnegie, Andrew. *The Gospel of Wealth* (online)
- Cummings, Jennifer Hoyt. "Putting Charities to the Financial Test." *The Wall Street Journal* 28 November 2011. (online)
- "Due Diligence Done Well: A Guide for Guidemakers."
- Frumkin, Peter. *The Art and Science of Philanthropy*. Chicago: U of Chicago P,
- Leonhardt, David. "What Makes People Give?" 9 March 2008. *New York Times Magazine*. 2006. (online excerpt)
- Pallotta, Dan. "Why Can't We Sell Charity Like We Sell Perfume?" *The Wall Street Journal*. 14 September 2012. (online)
- Preston, Caroline. "Steve Jobs Found Much to Dislike About Philanthropy." *The Chronicle of Philanthropy* 26 October 2011. (online)
- Salamon, Lester M. *The State of Nonprofit America*. 2<sup>nd</sup> ed. New York: The Foundation Center, 2012.
- Stannard-Stockton, Sean. "Nonprofit Analysis: Beyond Metrics." *Social Edge* 2012. (Online)
- Zunz, Olivier. *Philanthropy in America: A History*. New Jersey: Princeton UP, 2011. (online excerpts)

## Videos

- Bezos, Mark. "A Life Lesson from a Volunteer Firefighter." TED Talk. (online)
- "Eli Broad." *60 minutes*, 2011. (online)
- Carter, Majora. "3 Stories of Local Eco-entrepreneurship." TED Talk. (online)
- Conroy, Taylor. "How to Build a School in 3 Hours." TED Talk. (online)
- Dichter, Sasha. "The Generosity Experiment." TED Talk. (online)
- Fulton, Katherine. "You are the Future of Philanthropy." TED Talk. (online)
- Gates, Bill. Harvard University Commencement Speech, 2007. (online)
- "The Giving Pledge." ABCnews. (online)
- Norton, Michael. "How to Buy Happiness." TED Talk (online)
- Palotta, Dan. "The Way We Think About Charity is Dead Wrong." TED Talk. (online)
- Sherry, Christine. "Strategic Philanthropy for Beginners." Google Tech Talk. (online)
- Singer, Peter. "The Why and How of Effective Altruism." TED Talk. (online)

*Kindness in words  
creates confidence.  
Kindness in thinking  
creates profoundness.  
Kindness in giving  
creates love.*

— Lao Tzu

## Resources

### General Sites:

- Idealist.org (clearinghouse for nonprofit ideas and news)
- NonprofitHub.com (large list of links organized by category)
- Urban Institute (general social and economic policy research institute, with section devoted to nonprofits and philanthropy)
- Guidestar (basic data covering nonprofits, including tax form 990 images; free but registration required)
- Harvest Today (nonprofit and philanthropy news service)
- Givewell.org (Research on Charities)
- National Center for Charitable Statistics (<http://nccsdataweb.urban.org/>)

### On Philanthropy:

- The Chronicle of Philanthropy* (national weekly devoted to covering philanthropy)
- The Non-Profit Times* (monthly news magazine)
- Center on Philanthropy at Indiana University ([www.philanthropy.iupui.edu](http://www.philanthropy.iupui.edu))

EPhilanthropyFoundation.org  
 Philanthropy News Digest (<http://fdncenter.org/pnd>)  
 American Association of Fundraising Counsel (<http://www.aafc.org> : Organization dedicated to ensuring ethical behavior amongst philanthropies)  
 The Philanthropic Initiative ([www.tpi.org](http://www.tpi.org) : offers strategic services to philanthropists)  
 American Institute of Philanthropy ([www.charitywatch.org](http://www.charitywatch.org) : general purpose philanthropy website, including ratings of organizations)  
 Center for Strategic Philanthropy & Civil Service (<http://cspcs.sanford.duke.edu>)  
 Non-Profit Quarterly ([www.nonprofitquarterly.org](http://www.nonprofitquarterly.org))

## ■ Past Gifts Made by Nature of Giving Alumni

### 2015

Community Link Mission	\$10,995	Development of Medical Clinic and Supplies
Gill Children's Services	\$1,855	Medical and Dental Services/Surgeries
MANNA Worldwide	\$5,000	Development of Water Well in Honduras
Northside Inter-Community Agency	\$9,950	Circle of Winners Summer Program
Real School Gardens	\$14,200	W.J. Turner Elementary Garden & Teacher Training
The Net	\$8,000	Drop-in Center for Support and Counseling

### 2014

The Net	\$16,592	Development of the Purchased Program
Project Bliss	\$6,200	Furnishings for new client housing
Feed By Grace	\$9,313	Infrastructure Project
Battered Women's Foundation	\$12,895	Creation of Exterior Storage
Mission Arlington	\$15,000	New Bus

### 2013

Agua Para Todos	\$6,200	Motorcycles for transportation of well workers
Communities in Schools	\$31,000	In-school tutoring and mentoring program for school in crisis
Feed By Grace	\$18,294	Gardening Program and Shelter
Fortress Youth Development Center	\$25,000	Transportation and setup for new building
Journey Learning Center	\$10,000	Ipads and Learning devices for affordable autistic treatment program
SafeHaven of Tarrant County	\$8,876	Mattresses & Washer/Dryer for shelter

### 2012

Fort Worth Hope Center	\$30,000	Full funding of dental clinic
Child Vision Center	\$25,000	Majority funding of advanced eye examination equipment
Feed By Grace	\$17,000	Fences and earthworms for gardens
The Charis Project	\$15,000	Creation of orphanage community and farms in rural Thailand
Against Malaria	\$9,000	15,000 nets in Africa
Northside Inter-Community Agency	\$6,000	Literacy program for developing readers

### 2011

Hope Farm	\$15,000	One-year of private education for 8 boys
The Warm Place	\$3,750	Training for 25 additional counselors
Fortress Youth Development Center	\$1,250	Literacy software for developing readers

## ■ Course Organization and Content

Classes: Our classroom will prioritize class discussion and expect smart participation from every member in the class. Our goal is to provide a seminar-like experience and opportunities to learn through inquiry rather than simple regurgitation.

Class Participation: Your success in this course depends heavily on participation. Participation comes in many forms. You are expected to participate as a speaker willing to share ideas and make arguments or evaluations. You are expected to participate as a listener willing to pay attention in class and follow the discussion. You are expected to participate as a dedicated writer willing to discuss nonprofits and ideas online. I expect a lot from you as a class participant. To help you succeed in this area, I have a system that depends on weekly self-reflection, my evaluation, and regular feedback. After every Monday class, you will fill out a self-evaluation through Qualtrics. I will read these evaluations to see if my observations line up with your self-evaluation. If these do not line up, I will schedule a meeting with you. Evaluating group members through Qualtrics is also key to your participation. Meetings for people who I deem as needing one will take place quarterly during weeks 4, 8, 13, and 17. More is provided in the section titled "Participation."

One-page reflections and responses: Over the course of the semester, you will have one-page statements and responses. These exist to help you reflect and make meaning from key events/moments in class. These documents will be turned in via E-college in a drop box.

Initial White Papers: You will produce five one-page white papers nominating nonprofits for consideration. These white papers should provide contact information (in case a reader wants to see more) and summarize purpose, achievements, financials (if readily available), pros, and cons. To write these white papers, students will not need to visit the nonprofits or make contact. These documents will be turned in via E-college in a drop box.

Top 50 Briefing Documents: These 3 page small-group studies of assigned nonprofits dig deeper than the one-page white paper and provide a greater sense of due diligence. A closer examination of financials and a discussion of needs (based on site visit and communication with the nonprofit) is key to this document. These documents will be turned in via E-college in a drop box.

Final Group Briefings and Presentations: Groups of 4-5 students will produce these materials, which are extensive 10-15 page documents analyzing finalist organizations. The documents should reflect complete due diligence and clearly communicate the specific needs of nonprofits. The presentation should use multimedia, last 10 minutes, and provide 5 minutes for questions.

Final Personal Reflection and Letters to Donors: One-page documents turned in via E-college to drop box.

## ■ Evaluation

In this class I will meet with you regularly to evaluate your progress. In order to receive a passing grade for this course, you must satisfactorily complete all major assignments on time with a cumulative passing average. Grades will be calculated using the following scale:

93-100 = A	67-69.999 = D+
90-92.999 = A-	63-66.999 = D
87-89.999 = B+	60-62.999 = D-
83-86.999 = B	Below 60 = F
80-82.999 = B-	
77-79.999 = C+	
73-76.999 = C	
70-72.999 = C-	

Class Participation .....	25%
White Paper Proposals of 5 Initial Charities .....	10%
Briefing documents: Top 50 Charities.....	15%
Group Briefings and Presentations: Top 15 Charities .....	20%
One-page reflections and responses on process and learning .....	20%
Final Reflection Paper and Letter to Donors.....	10%

*We make a living by what we get.  
We make a life by what we give.*

— Winston S. Churchill

■ Tentative Schedule: 17 Weeks, 16 Meetings (N.B.: I reserve the right to make changes)

Week	Class	Material Covered / Class Work	Work: Process and Due Dates	Required Reading & Viewing
Week 1	Monday, 11 Jan.	<p>Introduction to Course and Syllabus</p> <p>Begin Evaluating Nonprofits and Developing SROI</p> <p>Researching Nonprofits for White Papers</p> <p>Observe Evaluations and Decision Making: \$5,000 at stake for Nature of Giving 2015</p>	<p><b>Due by beginning of class:</b></p> <ol style="list-style-type: none"> <li>1. Pre-course survey (sent in email)</li> </ol> <p><b>Process:</b></p> <ol style="list-style-type: none"> <li>1. Research nonprofits looking to identify 5 that you are interested in supporting to the class</li> </ol>	<p>Read:</p> <ol style="list-style-type: none"> <li>1. "Something Ventured" from <i>Giving 2.0</i>, Arrillaga-Andreessen</li> </ol> <p>Watch:</p> <ol style="list-style-type: none"> <li>1. Mark Bezos, TED Talk, "A Life Lesson from a Volunteer Firefighter"</li> </ol>
Week 2	Monday, 18 January	<p><b>Martin Luther King Day — No class</b></p>	<p><b>Due by 5:00 PM in online drop box:</b></p> <ol style="list-style-type: none"> <li>1. One-page personal statement on Philanthropic interests and thoughts</li> <li>2. Send RP your Strengthquests</li> <li>3. Send RP your Values Tests results</li> </ol> <p><b>Process:</b></p> <ol style="list-style-type: none"> <li>1. Research nonprofits looking to identify 5 that you are interested in supporting to the class</li> </ol>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. "Giving Yourself" from <i>Giving 2.0</i>, Arrillaga-Andreessen</li> <li>2. "The Joy of Giving," "The New Philanthropy," "Donors Come in All Types" "The Soul of the New Philanthropist" ... all from <i>The Art of Giving</i>, Bronfman &amp; Solomon</li> </ol> <p><b>Watch:</b></p> <ol style="list-style-type: none"> <li>1. Katherine Fulton, TED Talk, "You the Future of Philanthropy"</li> <li>2. Peter Singer, TED Talk, "The Why and How of Effective Altruism"</li> </ol>

	<p>Friday, 22 January</p> <p>Noon to 1:30</p>	<p>Philanthropy Friday with ...</p> <p>TCU Advancement and Development</p>		<p>Read:</p> <p>1. "Jargon Buster" ... from <i>Giving 2.0</i>, Arrillaga-Andreessen</p>
Week 3	<p>Monday, 25 January</p>	<p>Discuss Venture Philanthropy and Effective Altruism</p> <p>The cases of Steve Jobs, Warren Buffett, and Bill Gates</p> <p>The Giving Pledge</p> <p>What would a giving pledge look like for members of this course?</p> <p>Continue developing an SROI</p> <p>Writing a White Paper</p>	<p><b>Process:</b></p> <p>1. Research nonprofits looking to identify 5 that you are interested in supporting to the class</p> <p><b>Due by Thursday 28 at 5:00 pm:</b></p> <p>1. Upload to E-College White Papers on 5 organizations (one nonprofit may be international)</p> <p>2. One-page reflection: Why did you choose those five organizations?</p>	<p><b>Read:</b></p> <p>1. "Introduction" "What are my Values and Beliefs" ... from <i>Give Smart</i>, Tierney &amp; Fleishman</p> <p>2. "Promise of Strategic Philanthropy" "Analyzing Problems and Developing Solutions" ... from <i>Money Well Spent</i>, Brest &amp; Harvey</p> <p>3. "Steve Jobs Found Much to Dislike about Philanthropy," Preston</p> <p><b>Watch:</b></p> <p>1. "The Giving Pledge"</p> <p>2. Eli Broad on <i>60 Minutes</i></p> <p>3. Bill Gates, Harvard Commencement Speech</p> <p>4. Michael Norton, TED Talk, "How to Buy Happiness"</p>
Week 4	<p>Monday, 1 February</p>	<p>Debate and Narrow from 100 to 50 nonprofits that best meet our developing SROI</p> <p>Determine the 50 nonprofits for further consideration</p> <p>Short introduction to Form 990</p>	<p><b>Due by beginning of class:</b></p> <p>1. Comment on White papers through online threaded discussion</p> <p>2. Come to class with a detailed list of nonprofits you want to support, nonprofits you feel should be cut, and nonprofits about which you feel ambiguous. Provide</p>	<p>Read:</p> <p>1. "Solving Problems Through Program Strategies" ... from <i>Money Well Spent</i>, Brest &amp; Harvey</p>

		By end of week: Make assignments for Top 50 Briefing Documents	<p>short bullet reasons for your decisions.</p> <ol style="list-style-type: none"> <li>3. Upload that document (in #2) to the drop box.</li> <li>4. Online participation and responses to Giving Pledge thread</li> </ol>	
	<b>Friday, 5 February</b>  <b>Noon to 1:30</b>	<b>Philanthropy Friday with ...</b>  <b>Mr. David Dena,</b> <b>Director of Finance at Fort Worth Zoo</b>		<b>Read:</b> <b>1. Cummings, "Putting Charities to the Financial Test"</b>
Week 5	<b>Monday, 8 February</b>	<p>What does due diligence mean and look like?</p> <p>What goes into your briefing document for a Top 50 nonprofit?</p>	<p><b>Process:</b></p> <ol style="list-style-type: none"> <li>1. Work in pairs to visit nonprofits and produce short briefing documents</li> <li>2. Online participation and responses to Giving Pledge thread</li> </ol> <p><b>Due by beginning of class:</b></p> <ol style="list-style-type: none"> <li>1. One-page reflection on the cut from 120+ to 50: What was the process like? What moments were difficult or particularly painful? Why? Any moments that were satisfying? Why?</li> </ol>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. "Grantmaking and Due Diligence" ...from <i>Money Well Spent</i>, Brest and Harvey</li> <li>2. Case Study, <i>Don Williams' Effort to Empower South Dallas' Helping a Neighborhood Help Itself</i></li> </ol>
Week 6	<b>Monday, 15 February</b>	<p>Philanthropy lessons from Mr. Jeff and Mrs. Kelly Dillard</p> <p>Work in pairs to visit nonprofits and produce briefing documents</p>	<p><b>Due by beginning of class:</b></p> <ol style="list-style-type: none"> <li>1. Final online participation and responses to Giving Pledge thread</li> </ol> <p><b>Due by Friday, 19 February at noon:</b></p> <ol style="list-style-type: none"> <li>1. Briefing documents on the Top 50 finalists</li> </ol>	<p><b>Watch:</b></p> <ol style="list-style-type: none"> <li>1. Christine Sherry, "Strategic Philanthropy for Beginners"</li> </ol>

Week 10	Monday, 14 March	<p>Discuss Due Diligence tailored to class needs</p> <p>Class expectations for reports &amp; presentations: What information do you need to provide and how should you provide it?</p>	<p><b>Process:</b></p> <ol style="list-style-type: none"> <li>1. Work in Groups to Perform Site Visits and Produce Reports</li> <li>2. One-page response: Thoughts on signing the class giving pledge</li> </ol>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. "A Monday Morning Checklist" ... <i>Give \$mart</i>. Tierney &amp; Fleishman</li> </ol>
Week 11	Monday, 21 March	<p>Group Consultations with RP</p> <p>Work in Groups to Perform Site Visits, interview CEOs, and Produce Reports</p>	<p><b>Process:</b></p> <ol style="list-style-type: none"> <li>1. Work in Groups to Perform Site Visits and Produce Reports</li> </ol> <p><b>Due by beginning of class:</b></p> <ol style="list-style-type: none"> <li>2. Online evaluation of group members using the assigned Qualtrics link.</li> </ol>	
Week 12	Monday, 28 March	<p>Guest Speaker: Geoffrey Raynor, Once Upon A Time Foundation...</p> <p>Group Consultations with RP (Out of class)</p> <p>Work in Groups to Perform Site Visits, interview CEOs, study assigned nonprofit, and produce reports</p>	<p><b>Process:</b></p> <ol style="list-style-type: none"> <li>1. Work in Groups to Perform Site Visits and Produce Reports</li> <li>2. Read the contract agreement the class has with Once Upon a Time Foundation ...</li> </ol> <p><b>Due by beginning of class:</b></p> <ol style="list-style-type: none"> <li>1. Online evaluation of group members using the assigned Qualtrics link.</li> <li>2. One page reflection: Comparison of Giving Priorities and Philosophies</li> <li>3. Decision time: To sign the pledge or to not sign the pledge ... that is the question ... OR ... you could make a pledge of your own. Either: <ul style="list-style-type: none"> <li>• Sign the online class pledge through</li> </ul> </li> </ol>	

Friday, 19 February Noon to 1:30 Philanthropy Friday with ... Mr. Ed Schollmaier				
Week 7	Monday, 22 February	Debate and Narrow from 50 to 15 finalists	<b>Process:</b> 1. Read briefing documents of Top 50. 2. Online evaluation of nonprofits. We will also run polls, and participation is required	<b>Read:</b> 1. Palotta, "Why Can't We Sell Charity Life We Sell Perfume"  <b>Watch:</b> 1. Dan Palotta, TED Talk, "The Way We Think About Charity is Dead Wrong"
Week 8	Monday, 29 February	Debate and Narrow from 50 to 15 finalists  By end of week: Make assignments for Finalist Group Briefing Documents and Presentations	<b>Process:</b> 1. Read briefing documents of Top 50. 2. Online evaluation of nonprofits. We will also run polls, and participation is required  <b>Due by beginning of class:</b> 1. Online evaluation of group members using the assigned Qualtrics link.  <b>Due by Wednesday at 8:</b> 1. Online preference form for final organizations.  <b>Due by Friday at 5PM:</b> 1. One-page response: Reflections on the cut to 15	<b>Read:</b> 1. "What makes Nonprofits Special," Johns Hopkins U 2. "In the Trenches: Getting Big Results from a Small Nonprofit" ... from <i>Giving 2.0</i> , Arrillaga-Andreessen
Week 9	Monday, 7 March	SPRING BREAK — No class		

			<p>Qualtrics</p> <ul style="list-style-type: none"> <li>• Decide to not sign the online pledge through Qualtrics</li> <li>• Or decide not to sign and compose a pledge of your own.</li> </ul> <p><b>Due on Friday, 1 April:</b></p> <ol style="list-style-type: none"> <li>1. Briefing Document due online: Friday, 1 April @ 5 PM</li> </ol>	
	<p><b>Friday, 1 April</b></p> <p><b>Noon to 1:30</b></p>	<p><b>Philanthropy Friday with ...</b></p> <p><b>Mr. John Robinson, Executive Vice President Amon G. Carter Foundation</b></p>		
<b>Week 13</b>	<p><b>Monday, 4 April</b></p>	<p>Group Presentations of Briefing Documents</p> <p>Business Casual &amp; Classy</p>	<p><b>Process:</b></p> <ol style="list-style-type: none"> <li>1. Online evaluation of nonprofits (threaded discussion).</li> </ol>	
<b>Week 14</b>	<p><b>Monday, 11 April</b></p>	<p>Group Presentations of Briefing Documents</p> <p>Business Casual &amp; Classy</p>	<p><b>Process:</b></p> <ol style="list-style-type: none"> <li>1. Online evaluation of nonprofits (threaded discussion).</li> <li>2. Final online evaluation of group members using the assigned Qualtrics link.</li> </ol>	
<b>Week 15</b>	<p><b>Monday, 18 April</b></p>	<p>Final Debates and Decisions in Debate Chamber</p> <p>Professional Dress</p>	<p>We will run online polls, and participation is required</p>	

Week 16	Monday, 25 April	<p>Final Debates &amp; Decisions in Debate Chamber</p> <p>Professional Dress</p> <p>We will not leave the class until final decisions—nonprofits and amounts—are finalized.</p>	<p>We will run polls, and participation is required</p> <p><b>Due by beginning of class:</b></p> <ol style="list-style-type: none"> <li>1. One-page reflection: Response to first week of debates and planning for final night</li> </ol>	
Dead Days	<p>Thursday, 28 April</p> <p>TCU Study Day</p>	<p><b>Giving Ceremony in Debate Chamber</b></p> <p>3-5 PM</p>		
Dead Days	Friday, 29 April		<p><b>Due:</b></p> <p>SPOT Evaluation of Course</p>	
Finals Week	Monday, 2 May		<p><b>Due:</b></p> <ol style="list-style-type: none"> <li>1. Final Reflection Paper</li> <li>2. Letter to Course Sponsors</li> </ol>	