



JOHN V. ROACH
HONORS COLLEGE



HCOL 41163: Giving and Philanthropy

2020 Spring Semester
Section 676 / M 4:00-6:40 / Rees-Jones Hall 333



Course Information

Professor:	Dr. Ron Pitcock
Office:	1016A Scharbauer Hall
Phones:	257-7125 (Honors) / 257-6252 (Direct) / 817.917.0422 (Cell)
Office Hours:	Wednesday 11:00-12:00, Thursday 11:00-12:00 and by appointment
Email:	r.pitcock@tcu.edu (Use Giving 2020 in subject line)
Response policy:	I always try to respond within 24 hours to an email or question. On weekends, do not expect a reply until Monday; on holidays, I do not look at email and will respond on the next workday.
Philanthropy Lab	Web site: https://www.thephilanthropylab.org/

Honors College Student Pledge

As a member of the John V. Roach Honors College, I pledge to dedicate myself to intellectual inquiry, life-long learning, and critical thinking, to demonstrate personal and academic integrity, and to engage others in earnest and respectful discussion with an open mind.

Syllabus Note

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities or work around speakers' schedules. Such changes, communicated clearly, are not unusual and should be expected.

Mission Statements

TCU Mission Statement:

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

John V. Roach Honors College Mission Statement:

Dedicated to enriching the intellectual life of TCU, the John V. Roach Honors College seeks to empower, inspire, and motivate high-achieving students to become leaders in our global society. To accomplish the mission, the TCU Honors College will:

1. Promote *self-discovery, critical thinking and conscientious understanding of world cultures* through rigorous academic endeavors and *creative inquiry* in the context of *big questions, great ideas, and relevant issues that transcend the curriculum*.
2. Offer unique *residential, curricular, and co-curricular opportunities*, fostering a *community of scholars* for whom *vigorous engagement with local, national, and global communities* becomes a way of life.

Honors Colloquia

Honors Colloquia are discussion-centered seminars in which students and professors from diverse disciplinary backgrounds explore questions of enduring significance. The breadth of exploration fuels integrative learning: creating or exploring connections among different ways or domains of learning (including but not limited to theories, methods, skills, experiences, values, cultures, or perspectives). Through conversations informed by intensive reading, writing, analysis, and experiential learning, University Honors students expand their capacities for creative, critical thought and collaborative inquiry.



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 \$30,000 (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.

Specific Course Description: Chronology & 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. Think of it in these terms: a rough accounting of curricula at the top-ranked 100 universities reveals that over 4000 classes on Economics exist; only 250 classes (approximately) on philanthropy could be found. Please note that these raw statistics do not include business courses.

John V. Roach Honors College students taking this course are fortunate to have this class. TCU was the first university in the nation to work with The Once Upon A Time Foundation... who has founded “The Philanthropy Lab.” Working from TCU’s syllabus and course experience, The Philanthropy Lab now funds similar classes at Harvard, Yale, Stanford, Duke, Princeton, Northwestern, the U of Michigan, the U of Pennsylvania, the U of Texas, the U of Chicago, the U of Virginia, the U of Wisconsin, UCLA, Texas A&M, and Baylor, among others. Students in this course are also fortunate



because TCU Donors like Mr. Jeff and Mrs. Kelly Dillard, Ms. Carol Ray, and Mr. Ed Schollmaier have taken an interest in the course and support it financially. Alumni of the course have also started to give to the class. 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. Today, TCU is the first institution to fund its course separate from The Philanthropy Lab.

This semester will operate much like previous giving courses. Over the course of the first 5 weeks, studies of current and historical philanthropists will shape how students evaluate the operational strategies and goals of local philanthropies. Starting week 1 and ending week 5, 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 during this time and throughout the rest of the semester.

For weeks 7, 8 & 9, students will produce and read persuasive written descriptions (briefing documents) about nonprofit organizations and vote for 12-15 finalist organizations. For weeks 10-12, 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 3-5 organizations will receive funds.

On Friday, 1 May 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.



Outcome

Primary Learning Outcome



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To participate in the philanthropic process, perform due diligence, discuss moral judgments, and make micro-decisions while considering the macro-consequences.

Action Steps:

Graduates of this course will

- Practice strategic philanthropy
- Connect readings and discussions to real life through interactions with practitioners.
- Formulate and explain an individual opinion/philosophy on the subject of giving.
- Determine what it means to “give away smartly” and understand why giving is actually difficult.
- Engage a decision-making and due diligence process will real-world implications

Responsibilities of Colloquium Members and Course Policies

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 \$30,000 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.

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

--Aristotle

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.

TCU Online: We will use the TCU Online 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 primarily during class. However, because speakers have some availability concerns, we could meet during some Fridays this semester. If this is needed, 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.

Computers, Air Media, & Markers: Students are welcome to use computers in class as long as the work pertains to class. Texting, emailing, and other forms of communication are not allowed. Because we will often work in groups and are in a tech classroom, students bringing computers to class must have Creston AirMedia downloaded and ready to go on their computers. To download AirMedia, please visit www.tcu.edu/airmedia. All students need to bring an EXPO dry-erase marker.

Submitting Papers: All papers, drafts, and briefing documents are due at the time designated on TCU Online. Any material handed in after the assigned time will be counted a day late. Excuses other than those that are university-approved will not persuade me to make an exception to this policy.

Make-up work: Except for university-approved absences, students are not allowed to make up missed daily assignments. This includes activities missed by being late for class or leaving early.

Absences: When an absence is not university-approved, I will not provide you with information, notes, handouts, or other class materials that you have missed. Thus, if you must be absent, make arrangements with another member of the class to get copies of handouts for you, allow you to copy notes, etc. Similarly, I will only bring graded assignments to class on the day they are to be returned. After that, they may be picked up in my office during office hours. One unexcused absence will warrant lowering your final grade one letter; 2 absences will result in your failing the course.



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: This is a class based on collaborative discourse. As such, being prepared to participate in discussions is a course requirement. This entails having **read, annotated, and thought** about the complete assignment carefully before class starts. Furthermore, you **must** bring your copy of the text to class every day. Since we will be engaged in closely examining the texts we read and the language that they use, if you don't have your text then you aren't prepared for class, even if you have read the assignment. Naturally, this admonition applies to the texts that you will find online.

More broadly speaking: Ask questions. Be curious. You are more than welcome to have a different interpretation of a text than a classmate or me; just be sure to share your perspective in a productive and supportive manner. Since the course will be conducted as a seminar-and not a series of lectures-the substance of our class meetings will primarily consist of **your responses** to the course texts (such as general questions, impressionistic responses, or interpretations of particular passages) and, secondarily, my engagement with your responses. Your active participation will be consequently factored into your final grade for the course. If you're reluctant to speak up, please email me and we'll figure out a way for you to participate.

Here are the behaviors that count:

- asking questions
- answering questions
- making comments (extra points for comments that relate to material in the text, and for sharing relevant experiences)

Here are the value-added behaviors—the ones that put your contributions over the top:

- responding to something another student says (including answering a question asked by a student)
- constructively disagreeing with something in the text or said in class by me or another student

And there are behaviors to avoid:

- not listening
- pretending to be listening while texting or cruising online
- speaking without being recognized
- making fun or otherwise berating something said by another person.

Here's how your participation is graded: I regularly write notes about who's doing what. Every day after class (or during) you should write down what you contributed—the question you asked, the answer you gave, the comment you made, etc. At midterm I'll ask you to send me an email that lists the dates and the contributions you made. I'll compare your record with mine and send you an email indicating your grade if your current level of participation continues. I'll also make some suggestions for improvement. At the end of the course, I'll ask you to send me a second note which summarizes your contributions across the course. Be welcome to say



what grade you think these contributions merit. I'll respond to your note with the grade and my feedback.

One-page reflection 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 TCU Online in a drop box.

Initial White Papers: You will produce four to 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 TCU Online in a drop box. Rubrics available online.

Top 36 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 TCU Online in a drop box. Rubrics available online.

Final Group Briefings and Presentations: Groups of 3-4 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 and last 10 minutes. Rubrics available online.

Final Personal Reflection and Letters to Donors: One-page documents turned in via TCU Online 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

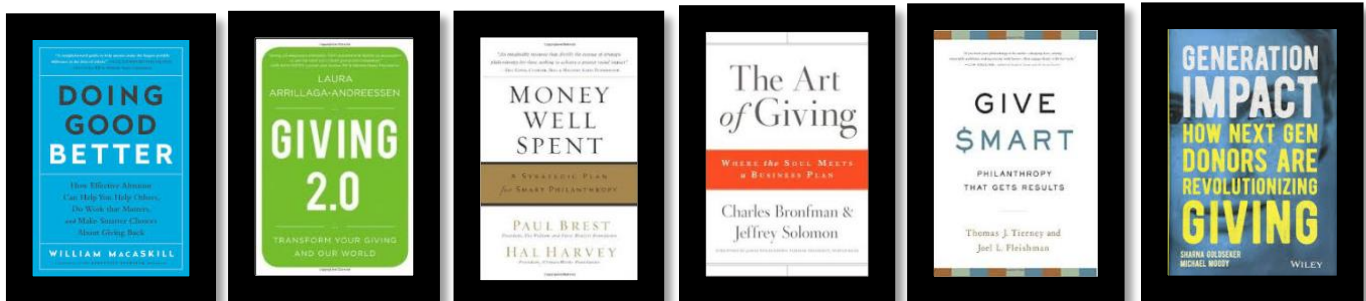


passing average. One unexcused absence will warrant lowering your final grade one letter; 2 absences will result in your failing the course. Final grades will be calculated using the grade book provided through TCU Online: Grades will be calculated using the following scale:

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 36 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%

Selected Readings (All available on TCU Online)



Arrillaga-Andreessen, 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 (online)

Carnegie, Andrew. *The Gospel of Wealth* (online)

“Due Diligence Done Well: A Guide for Guidemakers.”

Frumkin, Peter. *The Art and Science of Philanthropy*. Chicago: U of Chicago P,

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*. 2nd 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)
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)
Palotta, Dan. "The Way We Think About Charity is Dead Wrong." TED Talk. (online)
Singer, Peter. "The Why and How of Effective Altruism." TED Talk. (online)

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)
EPhilanthropyFoundation.org
Philanthropy News Digest (<http://fdncenter.org/pnd>)
American Association of Fundraising Counsel (<http://www.aafrc.org>) : Organization dedicated to ensuring ethical behavior amongst philanthropies)
The Philanthropic Initiative (www.tpi.org) : offers strategic services to philanthropists)
American Institute of Philanthropy (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)

Past Gifts Made by Nature of Giving Alumni \$815,745 / 50 gifts

Year	Nonprofit	Amount	Purpose
2019	Mercy Clinic	\$18,000	Dental Clinic Operating Costs and New Static Autoclave Machine
2019	Hope Farm	\$16,080	New Computers for Reading Lab
2019	Traffick 911	\$25,295	Unrestricted Gift
2019	CASA	\$10,000	Unrestricted Gift
2018	SafeHaven of Tarrant County	\$20,557	Crisis Hotline Salaries and Adventure Camp
2018	Immunization Collaboration	\$15,000	Vaccinations for kids in Tarrant County
2018	Gill Children's Services	\$15,000	General Fund—Allocated Based on Need
2018	Communities in Schools	\$34,000	Social Worker Salary to work in local public school and develop mentor program
2018	Arise Africa	\$24,483	
2018	The NET	\$20,960	The MASE Program and Worthy Co Program
2017	Rivertree Academy	\$13,000	Curriculum and Teacher Training
2017	Educational First Steps	\$16,000	Accredited Centers and Enrollment Services
2017	CASA	\$30,000	Funds to hire additional Caseworker
2017	Mercy Clinic of Fort Worth	\$21,000	Medical Room, Blood Pressure Machines, and Autoclave
2017	Touch A Life	\$20,000	Education of children saved from human trafficking on Lake Volta
2016 F	Hope Farm	\$20,000	Literacy Program
2016 F	Alliance for Children	\$12,000	Room Makeover Projects for Abused Children
2016 F	Girls Inc. of Tarrant County	\$15,000	Eureka STEM Project for Lower Income Female Students
2016 F	Gill Children's Services	\$10,000	General Fund—Allocated Based on Need
2016 F	One Acre Fund	\$10,000	General Fund
2016 F	SafeHaven of Tarrant County	\$8,000	Legal Services for Clients

2016 S	Northside Inter-Community Agency (additional funds made through evaluation requirement)	\$10,000	Unrestricted
2016 S	Gill Children's Services (additional funds made through evaluation requirement)	\$3,500	Unrestricted
2016 S	MANNA Worldwide (additional funds made through evaluation requirement)	\$11,500	Technology and unrestricted
2016 S	The Clubhouse for Special Needs	\$8,050	Half-Court Soft-top Basketball Course and Wheelchair Ramp Remodel
2016 S	Educational First Steps	\$28,800	New Childcare Center in the Como Community
2016 S	Gill Children's Services	\$13,450	General Fund — Allocated Based on Need
2016 S	Presbyterian Night Shelter	\$10,500	Children's Multipurpose Room
2016 S	Tarrant Literacy Coalition	\$14,200	HiSET Test Program Funding for Adult Education
2016 S	World Relief Fort Worth	\$10,000	Match Grant Program; Cash Assistance for Refugees
2015	Community Link Mission	\$10,995	Development of Medical Clinic and Supplies
2015	Gill Children's Services	\$1,855	Medical and Dental Services/Surgeries
2015	MANNA Worldwide	\$5,000	Development of Water Well in Honduras
2015	Northside Inter-Community Agency	\$9,950	Circle of Winners Summer Program
2015	Real School Gardens	\$14,200	W.J. Turner Elementary Garden & Teacher raining
2015	The Net	\$8,000	Drop-in Center for Support and Counseling
2014	The Net	\$16,592	Development of the Purchased Program
2014	Project Bliss	\$6,200	Furnishings for new client housing
2014	Feed By Grace	\$9,313	Infrastructure Project
2014	Battered Women's Foundation	\$12,895	Creation of Exterior Storage
2014	Mission Arlington	\$15,000	New Bus
2013	Agua Para Todos	\$6,200	Motorcycles for transportation of well workers

2013	Communities in Schools	\$31,000	In-school tutoring and mentoring program for school in crisis
2013	Feed By Grace	\$18,294	Gardening Program and Shelter
2013	Fortress Youth Development Center	\$25,000	Transportation and setup for new building
2013	Journey Learning Center	\$10,000	Ipads and Learning devices for affordable
2013	SafeHaven of Tarrant County	\$8,876	Mattresses & Washer/Dryer for shelter
2012	Fort Worth Hope Center	\$30,000	Full funding of dental clinic
2012	Child Vision Center	\$25,000	Majority funding of advanced eye examination equipment
2012	Feed By Grace	\$17,000	Fences and earthworms for gardens
2012	aris Project	\$15,000	Creation of orphanage community and farms in rural Thailand
2012	Against Malaria	\$9,000	15,000 nets in Africa
2012	Northside Inter-Community Agency	\$6,000	Literacy program for developing readers
2011	Hope Farm	\$15,000	One-year of private education for 8 boys
2011	The Warm Place	\$3,750	Training for 25 additional counselors
2011	Fortress Youth Development Center	\$1,250	Literacy software for developing readers

TCU Online (Brightspace by D2L)

If you have not yet taken the TCU Online Student Tutorial, please do so immediately. To access it, click on the "TCU Online Student Tutorial" on your home page. Follow the instructions. Good luck!

If you experience any technical problems while using TCU Online, please do not hesitate to contact the HELP DESK (at D2L). They can be reached by email, phone, or chat 24 hours a day, 7 days a week, 365 days a year.

email: helpdesk@d2l.com

phone: 1-877-325-7778

chat: **Chat** is available within TCU Online. *Look for the Chat widget on My Home.*

For information about logging into TCU Online, view these instructions:

<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>

If you have a course related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.

Academic Misconduct

The John V. Roach Honors College expects students to adhere to the university's code of student conduct, especially as it pertains to academic conduct (Sec. 3.4 from the Student Handbook). Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog. Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore. I reserve the right to use Turnitin as for plagiarism detection.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.

Disability Statement

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive,

therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.*

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Statement on TCU's Discrimination Policy:

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need. [Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint:https://titleix.tcu.edu/title-ix/.](https://titleix.tcu.edu/title-ix/)

Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator.

Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the Counseling & Mental Health Center at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office at https://titleix.tcu.edu/](https://titleix.tcu.edu/) or by calling (817) 257-8228.

Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Inclement Weather Policy

In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible through email (ideally 3 hours before class starts) to prevent you from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, I will make allowances relative to required attendance policies. However, a cancelled class does not mean that assigned work is not due; rather, we will always remain on schedule with our reading and due dates.

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

– Winston S. Churchill

WEEK	CLASS	IN CLASS WORK	WORK YOU NEED TO BE DOING IN ORDER TO GIVE AWAY OVER \$30,000	REQUIRED READING, PREPARATION, ASSIGNMENTS, AND DUE DATES
WEEK 1	Monday, 13 Jan	<p>Introduction to “Giving Experience” and Syllabus</p> <p>Not a course ... an opportunity</p> <p>Poem: “OKAY” (Read in class)</p> <p>How to begin Evaluating Nonprofits and developing SROI</p> <p>How to research and write-up nonprofits for white papers</p>	<p>Begin to identify and choose your initial nonprofits. Each student is responsible for identifying and writing a one-page white paper on 4 local nonprofits and an optional international nonprofit. You may not repeat another person’s nomination.</p>	<p>Read: Gulati-Partee, “A Primer on Nonprofit Organizations”</p> <p>https://www.councilofnonprofits.org/myths-about-nonprofits</p> <p>DUE: FRIDAY, 18 Jan: Personal Philanthropic statement</p>
Week 2: Martin Luther King Day	Monday, 20 Jan		<p>Continue to identify nonprofits and write white papers.</p>	<p>DUE: FRIDAY, 24 Jan: DO GOOD exercise</p>
WEEK 3	Monday, 27 Jan	<p>History and Thought on Giving and Philanthropy</p> <p>Peter Singer: Effective Altruism</p> <p>SROI</p>	<p>Continue to identify nonprofits and write white papers.</p>	<p>Read: “Hard Trade-Offs,” from <i>Doing Good Better</i></p> <p>“How You Can Save Hundreds of Lives”, from <i>Doing Good Better</i></p> <p>“What is Effective Altruism” from <i>The Most Good You Can Do</i></p> <p>Morozov, “Rockefeller gave away money for no return. Can we say the same of today’s tech barons?”</p> <p>Watch:</p>

				<p>Peter Singer, “The Why and How of Effective Altruism”</p> <p>MacAskill, “What Are the Most Important Moral Problems of Our Time”</p> <p>Due: FRIDAY, 31 JAN What do you look for in a nonprofit?</p>
WEEK 4	Monday, 3 February	<p>The Cases of Steve Jobs, Warren Buffett, and Bill Gates</p> <p>Eli Broad</p> <p>The Giving Pledge</p> <p>SROI</p>	Continue to identify nonprofits and write white papers.	<p>Read: “Materialist Philanthropy,” from <i>We Make a Life By What We Give</i></p> <p>Tierney & Fleishman, “Introduction,” <i>Give Smart</i></p> <p>Preston, “Steve Jobs Found Much to Dislike about Philanthropy”</p> <p>Singer, “What Should a Billionaire Give—And What Should You?”</p> <p>Watch: Bill Gates, Harvard Commencement</p> <p>Bill and Melinda Gates, “Why giving away our wealth has been the most satisfying thing we’ve done”</p>
WEEK 5	Monday, 10 Feb	<p>Guest Speaker: Ed Schollmaier</p> <p>SROI</p>	Turn in white papers before the start of class. Start reading them and ranking them by what interests you and what does not, by what nonprofit you want to support and	<p>Read: “Whoever Has Will Receive More,” from <i>We Make a Life By What We Give</i></p> <p>“Show Me The Impact,” from <i>Generation Impact: How Next Gen Donors are Revolutionizing Giving</i>”</p>

			why not, by what nonprofit you believe in and don't.	Tierney & Fleishman, "What Are My Values and Beliefs," <i>Give Smart</i> Bronfman & Solomon essays Watch: Fulton, "You Are the Future of Philanthropy" DUE: MONDAY, 10 Feb. All White Paper Nominations
WEEK 6	Monday, 17 Feb	DEBATE, DISCUSS, DECIDE Narrow to 35 nonprofits	Determine your interest level in the top 35 and start developing stronger 3-page briefing documents for your assigned nonprofit	Watch: Norton, "How to Buy Happiness" DUE: MONDAY, 17 Feb. 1. Ranking of top nonprofits based on White Paper TUESDAY, 18 FEB. 2. Preference request and response to Decision Process
WEEK 7	Monday, 24 Feb	Guest Speaker, Mr. David Dena, Fort Worth Zoo Reading 990 Tax Forms	Continue working on extended briefing documents.	Read: "Overhead Costs, CEO Pay, and Other Confusions," from <i>Doing Good Better</i> Brest & Harvey, essays from <i>Money Well Spent</i>
WEEK 8	Monday, 2 March		Finish and submit briefing documents. Start reading the briefing documents.	Read: Don Williams Case Study Other Case Studies Watch: Pallotta, "The Way We Think About Charity is Dead Wrong"

				<p>Oelwang, “Stop Saving the World, Start Reinventing”</p> <p>Okonjo-Iweala, “Want to Help Africa? Do Business Here”</p> <p>Penley, “Giving Poorly Can Be Worse Than Not Giving At All”</p> <p>Due: Friday, March 6, 10:00 AM: Extended Briefing Reports</p> <p>Sunday, March 8, Midterm Participation Report</p>
WEEK 9 SPRING BREAK	Tuesday, 12 March			
Week 10	Monday 16 March	DEBATE, DISCUSS, DECIDE Narrow to 15 nonprofits	Read the 35 extended briefing papers. Determine the top 15 finalists based on materials in extended briefing papers.	<p>Watch: Dichter, “The Generosity Experiment”</p> <p>Due Diligence Done Well, GEO</p> <p>Due: Tuesday 17 March: 1.Reaction to Decision Process 2.Preferences for top 15</p>
WEEK 11	Monday, 23 March		You should be in process of researching and developing briefing books and presentations for your finalists.	<p>Read: “More Than an ATM,” from <i>Generation Impact: How Next Gen Donors are Revolutionizing Giving</i>”</p> <p>Reich, “A Failure of Philanthropy”</p> <p>Quick Guide to Conducting a Site Visit</p>

WEEK 12	Monday, 30 March	Guest Speaker: Jeff and Kelly Dillard, The Dillard Family Foundation	You should be in process of researching and developing briefing books and presentations for your finalists.	Read: "How Much, How Well," from <i>We Make a Life By What We Give</i> "A Monday Morning Checklist," Tierney and Fleishman Due: Evaluation of Group Members
WEEK 13	Monday, 6 April		Finish researching and developing briefing books and presentations	Read: Ditkoff & Grindle, "Audacious Philanthropy" Arrillaga-Adressen, "In the Trenches: Getting Big Results from a Small Nonprofit" Due: Evaluation of Group Members Due: 10 April, Friday at 5 Your Giving Goal
WEEK 14	Monday, 13 April	PRESENTATIONS OF FINALISTS	Read briefing books and provide questions needing clarification	Read: Reich, "A Failure of Philanthropy" Due : 13 April at 8 AM: Final Briefing Books Due: 13 April at 10 AM: Final Presentation PPTs
WEEK 15	Monday, 20 April	DEBATE, DISCUSS, DECIDE	Read briefing books and provide questions needing clarification	The Mistakes We Make When Giving to Charity" Watch: Fulton, "You Are The Future of Philanthropy" Due: Final evaluation of Group Members Due: Comparison of Speakers Due: Saturday,

WEEK 16	Monday, 27 April	DEBATE, DISCUSS, DECIDE FINAL DEBATE: THE BEGINNING	Develop framework for discussion and decision-making. Begin making decisions	
GIVING Ceremony	Friday, 1 May 3:00 PM – Debate Chamber			Due: Friday, 1 May: 5:00 PM <ul style="list-style-type: none"> • Final Reflection • Letter to Donors • Final Participation Report • SPOT (after ceremony)