



JOHN V. ROACH
HONORS COLLEGE



HCOL 41163: Giving and Philanthropy

2024 Spring Semester
Section 655 / T 2:00-4:40 / Sadler Hall 218



PROFESSOR

Dr. Sarah Vartabedian
Office: 431 Sadler Hall

OFFICE HOURS

Tuesday 12:25-1:55 PM
Thursday 12:25-1:55 PM

Also available for appointments (in-person or via Zoom)

EMAIL

s.vartabedian@tcu.edu
Use [Giving 2024](#) in subject line

RESPONSE

I try to respond within 24 hours to email. I also reserve weekends for family; if you send email during the weekend, I cannot promise a response until Monday.

COURSE WEBSITE

We will use our TCU online site extensively for course materials, updates, discussions, and gradebook.

THE PHILANTHROPY LAB

<https://www.thephilanthropylab.org/>

Overview

"Giving and Philanthropy," 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 like MacKenzie Scott and the cofounders of The Giving Pledge, Warren Buffett and Bill Gates, who challenge the wealthy with high capacity 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 and donors 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/Tarrant County and international locations, visit and conduct interviews,



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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 and ethical judgments as they engage micro-decisions while considering macro-consequences. Students will direct and control \$100,000 (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. 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: eight years ago, a rough accounting of curricula at the top 100 universities revealed that over 4000 classes on Economics exist; only 250 classes (approximately) on philanthropy could be found.

The basic premise of this class is that you are now stewards of \$100,000, and your job is to give it all away thoughtfully. The decisions about where that money will go reside with you, not me. You are in charge of the decisions. You are a foundation. You are responsible for making the decisions and giving the money away; I serve only as your Director in this process responsible for setting guidelines and providing advice. You are responsible for determining what it means for your foundation to do good. You are responsible for determining where we focus attention. Will it be on homelessness, hunger, health, education, the arts, research, refugees, domestic violence, or something else? You will decide whether or not we should consider giving internationally, to communities where needs may be more dire, where your money might go further but evaluation is difficult to secure. You are responsible for determining if we will give to solving the causes of problems or the symptoms and effects of problems. You are responsible for achieving good, and this responsibility—though it sounds simple—is incredibly complex and difficult.

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." Starting with 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, the U of Washington, Tulane, UCLA, Texas A&M, and Baylor, among others. Students in this course are also fortunate because TCU Donors like Jeff and Kelly Dillard and Jay and Karen Case have taken an interest in the course and support it financially. Students also benefit from alumni of the course who have donated funds.



Because of this remarkable support, you will have the opportunity to both study *and* practice philanthropy by making substantial grants to a small group of nonprofit organizations. This year represents another first: the JVR Honors College will host two sections of Giving and Philanthropy. At various times throughout the semester, we will collaborate with the section taught by Dr. Sarah Vartabedian.

This semester will operate much like previous giving courses. Over the course of Phase 1 (the first 7 weeks), studies of current and historical philanthropists will shape how students evaluate the operational strategies and goals of local philanthropies. Students will conduct due diligence research on nonprofit organizations, picking personal favorites and assessing the potential of those organizations' 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 Phase 2 (weeks 8-11), students will produce and read persuasive written descriptions (briefing documents) about nonprofit organizations and vote for 15 finalist organizations. For Phase 3 (weeks 12-16), students will divide into teams and complete background research (including 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 week 15, teams will present cases for donating either all or a part of the \$100,000 fund to their assigned organization. Finally, during week 16, the class will debate the merits of each organization and reach a consensus on which 4-5 organizations will receive funding.

On **Friday, 3 May at 4:00 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.

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.

Native American Land Acknowledgment

As a university, we acknowledge the many benefits we have of being in this place. It is a space we share with all living beings, human and non-human. It is an ancient space where others have lived before us. The monument created jointly by TCU and the Wichita and Affiliated Tribes reminds us of our benefits, responsibilities, and relationships. We pause to reflect on its words:

This ancient land, for all our relations.

We respectfully acknowledge all Native American peoples who have lived on this land since time immemorial. TCU especially acknowledges and pays respect to the Wichita and Affiliated Tribes, upon whose historical homeland our university is located.

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.

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.

Outcomes and Actions Steps

Primary Learning Outcome #1

Students adapt and apply skills, theories, or methods from one situation to new situations.

Primary Learning Outcome #2

Students develop coherent personal standpoints on course-specific questions, synthesizing academic knowledge with their own identities, perspectives, and values.

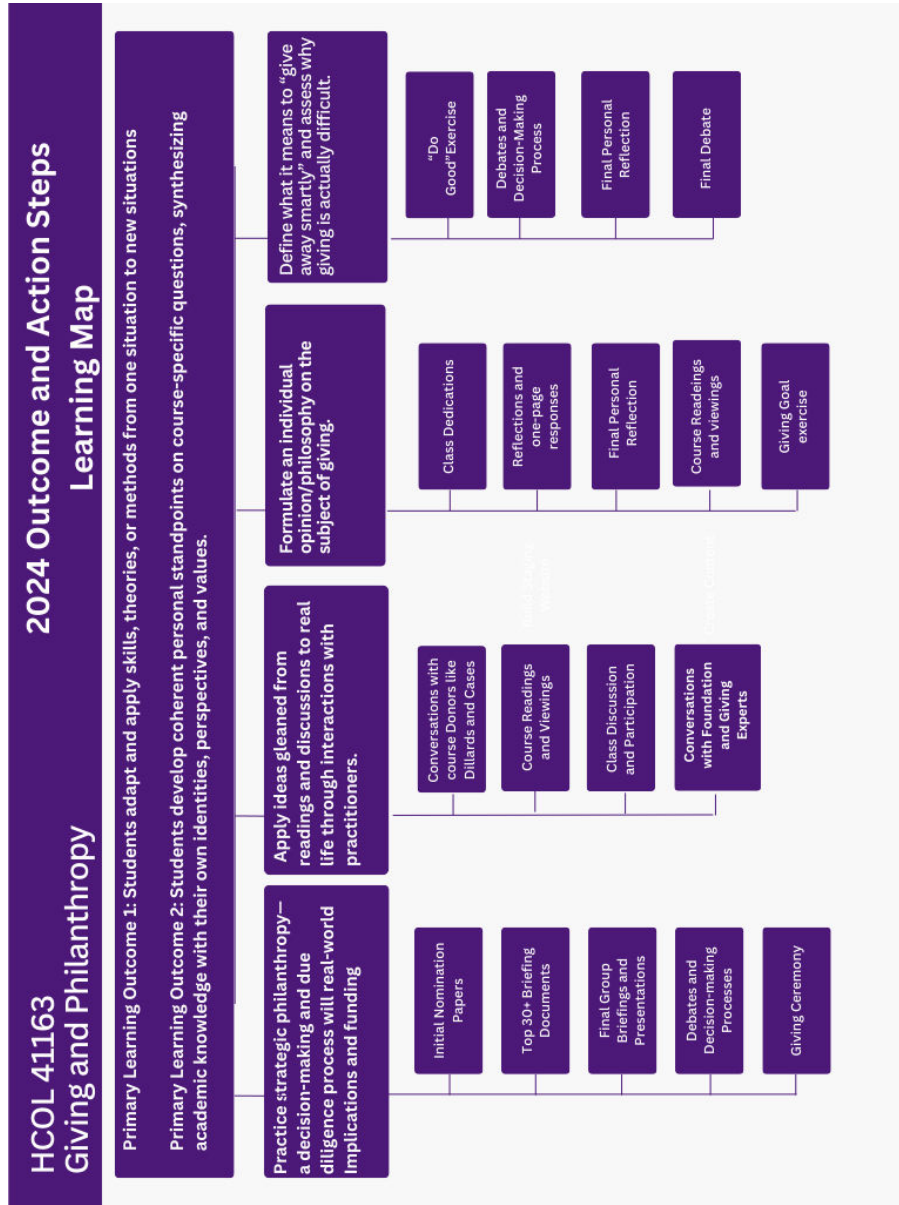
Action Steps:

Graduates of this course will

- Practice strategic philanthropy—a decision-making and due diligence process will real-world Implications and funding
- Apply ideas gleaned from readings and discussions to real life through interactions with practitioners.
- Formulate an individual opinion/philosophy on the subject of giving.
- Define what it means to “give away smartly” and assess why giving is actually difficult.



Visual of Relationships between Work, Action Steps, and Outcomes



Responsibilities of Colloquium Members and Course Policies

Communicate effectively and clearly: This 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 \$100,000 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. One class period equals a full week of classes; consequently, **two unexcused 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 to three 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.

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.



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

--Aristotle

Philanthropy Fridays: Because speakers have some availability concerns, we will meet during some Fridays during the lunch hour this semester. During these sessions, we will 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. I will provide lunch. **Participation in Philanthropy Fridays is expected and not optional.**

Computers, Air Media, & Markers: Students are welcome to use computers in class as long as the work pertains to class. This applies to all instances of texting, emailing, and other forms of communication.

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, resulting in a 10-point deduction.** 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. **Again, 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 close examination of 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.

Philanthropy is commendable but it must not cause the philanthropist to overlook the circumstances of economic injustice which make philanthropy necessary.

--Martin Luther King Jr.

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 relevant comments
- sharing experiences
- listening attentively

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. Make notes on how you participated in every class. At midterm I'll ask you to submit a document that lists the dates and the contributions you made. At the end of the course, I'll ask you to send me a second note which summarizes your contributions across the course.

Class Dedications: Every member of our class will provide a 5-minute presentation that dedicates our focus and efforts to a human being, event, or moment. These will take place at the beginning of each class.

One-page reflection, responses, discussion points: Over the course of the semester, you will have one-page, single-spaced 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.

Phase 1: Initial Nomination Papers: You will produce four one-page 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 nomination 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. Examples available online.

Phase 2: Top 30+ 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.

Phase 3: 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.



Final Personal Reflection and Letters to Donors: Two-page document turned in via TCU Online to drop box.

Evaluation

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 20 points (1/2 a letter grade)**; 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:

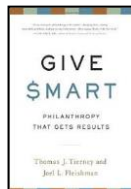
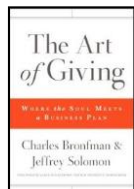
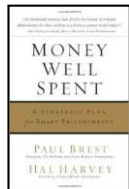
GRADING SCALE

Grade	Score
A	477-510
A-	457-476
B+	442-456
B	426-441
B-	406-425

Grade	Score
C+	391-405
C	375-390
C-	355-374
D+	340-354
D	324-339
D-	304-323
F	0-303

Class Participation letters / Board Contributions (102pts)	20%
Initial nominations of 4 Initial Charities (51 pts)	10%
Briefing documents: Top 35 Charities (51pts)	10%
Group Briefings and Presentations: Top 15 Charities (102 pts)	20%
One-page reflections and responses on process and learning (128 pts)	25%
Class Dedication Assignment (25 pts)	5%
Final Reflection Paper and Letter to Donors (51 pts)	10%

Selected Readings (All available on TCU Online)



Gifts Made by Giving and Philanthropy Alumni \$1,194,545 / 64 gifts

Year	Nonprofit	Amount	Purpose
2023	The Warm Place	\$25,000	Unrestricted Gift
2023	The NET Fort Worth	\$30,000	Enrichment Program and Worthy Co. Apprenticeship Program
2023	SafeHaven	\$20,000	Unrestricted Gift
2023	Families to Freedom	\$15,000	Unrestricted Gift
2023	Gill Children's Services	\$35,000	Unrestricted Gift
2022	SafeHaven of Tarrant County	\$20,000	Unrestricted Gift
2022	DASH Network	\$30,000	One-year support for asylum-seeking family



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2022	Communities in Schools	\$20,000	Support of a new school
2022	Agape International Missions	\$30,000	Unrestricted Gift
2021	Traffick 911	\$10,000	Unrestricted Gift
2021	Presbyterian Night Shelter	\$10,000	Unrestricted Gift
2021	Communities in Schools	\$30,000	\$20K for Growth Fund / \$10K for Mental Health Initiatives
2021	The Boys and Girls Club of Greater Tarrant County	\$20,000	\$10K Unrestricted Gift / \$10K for Summer Intensive Program
2021	The Women's Center of Tarrant County	\$15,000	Unrestricted Gift
2020	Meals On Wheels, Inc. of Tarrant County	\$25,000	Unrestricted Gift
2020	Presbyterian Night Shelter	\$17,800	Unrestricted Gift
2020	Alliance for Children	\$10,000	Unrestricted Gift
2020	Safehaven	\$16,000	Unrestricted Gift
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	Backpacks, books, school supplies
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	The Charis 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 Syllabus Policies Available on TCU ONLINE Course Site

Mission Statement and Honor Code
 Support for TCU Students
 Student Access and Accommodation
 Anti-Discrimination and Title IX
 Academic Misconduct and Course Materials
 Religious Observation and Holidays
 Inclement Weather, Emergency Response and TCU Alert
 Email Policy, Class Norms, and Netiquette
 TCU Online
 Student Perceptions of Teaching (SPOT)

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

– Winston S. Churchill

Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance class learning opportunities. Such changes will be clearly communicated.

WEEK	CLASS	IN CLASS WORK	WORK YOU NEED TO DO TO PREPARE TO GIVE AWAY OVER \$100,000	REQUIRED READING, PREPARATION, ASSIGNMENTS, Due on this date (unless notified otherwise)
WEEK 1 PHASE 1	16 January	Introduction to class, syllabus, and The Philanthropy Lab This is not your typical course; it is a rare opportunity. What is the goal of giving? What concerns do you have about this responsibility?	Start identifying nonprofits and causes that interest you.	Read <i>the Price of Humanity</i> (interview) Due Monday, 22 January, 10 AM): Personal Introduction and Philanthropic statement
WEEK 2 PHASE 1	23 January	Debate How to begin Evaluating Nonprofits How to research and write-up nonprofits for one-page evaluation papers	Start identifying and choosing your initial nonprofits. Each student is responsible for identifying and writing a one-page nomination paper on 4 local nonprofits and an optional international nonprofit. You may not repeat another person's nomination. Students may claim a nonprofit on the discussion board	Readings & Viewings Include (all readings and viewings are online) Assign "Do Good" in class Read: Gulati-Partee, "A Primer on Nonprofit Organizations" Myths About Nonprofits https://www.councilofnonprofits.org/myths-about-nonprofits Payton and Moody, "Understanding Philanthropy: Voluntary Action for the Public Good" Watch: Sara Lomelin: Giving Circles and Disrupting Philanthropy
WEEK 3 PHASE 1	30 January	Discuss: What is a Nonprofit? Discuss: What is Philanthropy Discuss: What do you care about and look for in a nonprofit?	Continue to identify nonprofits, announce your intended nonprofits, and write initial nomination papers.	Readings & Viewings Include (all readings and viewings are online) Read: Gunderman, "Imagining Philanthropy" Four Traditions of Philanthropy Browse "A History of Modern Philanthropy" timeline Watch: Fulton, "You are the Future of Philanthropy" (Ted Talk) Due by 2pm: Do Good
WEEK 4 PHASE 1	6 February	History and Thought on Giving and Philanthropy Peter Singer: Effective Altruism Developing an SROI	Continue to identify nonprofits, announce your intended nonprofits, and write initial nomination papers.	Readings & Viewings Include (all readings and viewings are online) Read: "Hard Trade-Offs," from <i>Doing Good Better</i> "How You Can Save Hundreds of Lives", from <i>Doing Good Better</i> "What is Effective Altruism" from <i>The Most Good You Can Do</i> Morozov, "Rockefeller gave away money for no return. Can we say the same of today's tech barons?" Watch: Brooks, Why Giving Matters Peter Singer, "The Why and How of Effective Altruism" DUE: What are you looking for in a nonprofit?
WEEK 5	13 February	The Cases of Steve Jobs, Warren Buffett, Bill Gates, Jeff Bezos, and Mackenzie Scott	Continue to identify nonprofits, announce your intended	Readings & Viewings Include (all readings and viewings are online)

PHASE 1		<p>The Case of Eli Broad (Watch in class)</p> <p>The Giving Pledge: A New Club for Billionaires—60 minutes (Watch in class)</p>	<p>nonprofits, and write initial nomination papers.</p>	<p>Read: “Materialist Philanthropy,” from <i>We Make a Life by What We Give</i> Schiller, “The Anti-humans of effective altruism,” <i>The Price of Humanity</i> Singer, “What Should a Billionaire Give—And What Should You?” Lee, Trelstad, and Tran, “\$15 Billion in Five Years: What Data Tells Us About Mackenzie Scott’s Philanthropy”</p> <p>Browse The Giving Pledge (website)</p> <p>Watch: Bill Gates, Harvard Commencement Bill and Melinda Gates, “Why giving away our wealth has been the most satisfying thing we’ve done.”</p>
WEEK 6 PHASE 1	20 February	Developing SROI	<p>DUE: Finish nomination papers turn in before the start of class.</p> <p>Start reading initial nominations and rank them by what interests you and what does not, by what nonprofit you want to support and why not, by what nonprofit you believe in and don’t.</p>	<p>Readings & Viewings Include (all are online)</p> <p>Read: Gunderman, “Whoever Has Will Receive More” Tierney & Fleishman, “Introduction,” <i>Give Smart</i> Tierney & Fleishman, “What are my Values?” Bridgespan Group: Defining Success Hoyt, “Introduction to SROI”</p> <p>Watch: Darwent, “How to Fund Real Change in your community” Ted Talk)</p> <p>DUE: All White Paper Nominations</p>
WEEK 7 PHASE 1	27 February	Final Day of Phase 1: DEBATE, DISCUSS, DECIDE	<p>Determine your interest level in the top 40.</p> <p>We will narrow the list of eligible nonprofits.</p> <p>After class, groups will be announced, and they will start developing stronger 3-page briefing documents for assigned nonprofits.</p>	<p>Readings & Viewings Include (all are online)</p> <p>Read: Preston, “Steve Jobs Found Much to Dislike about Philanthropy” All one-page grant initial nominations</p> <p>Watch: Norton, “How to Buy Happiness”</p> <p>Due in class: Ranking of top nonprofits based on Initial Nominations</p>
WEEK 7 Philanthropy Friday	Friday, 1 March	990 Tax forms with David Dena	<p>Learn essential information about reading and evaluating 990 tax forms. This material is key to doing successful work in Phase 2.</p>	<p>Materials are online</p>
WEEK 8 PHASE 2	5 March	<p>Reading 990 Tax Forms</p> <p>Group Work</p>	<p>Continue writing and researching briefing documents</p>	<p>Readings & Viewings Include (all readings and viewings are online)</p> <p>Read: “Overhead Costs, CEO Pay, and Other Confusions,” from <i>Doing Good Better</i> Brest & Harvey, 2 essays from <i>Money Well Spent</i></p> <p>Due: Reflection on Phase 1 process</p>
WEEK 9 Spring BREAK	12 March	SPRING BREAK	<p>Continue working on 3-page briefing documents</p>	<p>Readings & Viewings Include (all readings and viewings are online)</p>

Commented [SV1]: I added this 3 pager after posting syllabus

WEEK 10 PHASE 2	19 March	Group Work	Finish and submit briefing documents by 10am on 20 March. Start reading the briefing documents.	<p>Readings & Viewings Include (all are online)</p> <p>Read: Penley, "Giving Poorly Can Be Worse Than Not Giving at All" Case Studies</p> <p>Watch: Pallotta, "The Way We Think About Charity is Dead Wrong" Okonjo-Iweala, "Want to Help Africa? Do Business Here"</p> <p>Due: Wednesday (March 20 @ 10am) Top 30+ Briefing Documents Due: Thursday (March 21) Midterm Participation Report</p>
WEEK 11 PHASE 2	26 March	Phase 2: DEBATE, DISCUSS, DECIDE Narrow to 15 nonprofits	Read the extended briefing papers. Determine the top 15 finalists based on materials in extended briefing papers.	<p>Readings & Viewings Include</p> <p>Dichter, "The Generosity Experiment" Schiller, <i>The Price of Humanity</i>, "Philosopher King James"</p> <p>Due in class: Preferences for Phase 3 work</p>
WEEK 12 PHASE 3	2 April	Phase 3: Research and Work Giving Goals	You should be in process of researching and developing briefing books and presentations for your finalists.	<p>Readings & Viewings Include (all are online)</p> <p>Read: "More Than an ATM," from <i>Generation Impact: How Next Gen Donors are Revolutionizing Giving</i> <i>Due Diligence Done Well</i>, GEO Reich, "A Failure of Philanthropy" Quick Guide to Conducting a Site Visit</p> <p>Watch: Gough, "We Can All Be Philanthropists" (TED Talk)</p>
WEEK 13 PHASE 3	9 April	Phase 3: Research and Work Group Work	You should be in process of researching and developing briefing books and presentations for your finalists.	<p>Readings & Viewings Include (all are online)</p> <p>Read: "A Monday Morning Checklist," Tierney and Fleishman</p> <p>Due: Giving Goal (post in two places: Course site and Philanthropy Lab portal)</p>
WEEK 14 PHASE 3	16 April	Phase 3: Research and Work Group Work	You should be in process of researching and developing briefing books and presentations for your finalists.	<p>Readings & Viewings Include (all are online)</p> <p>Read: Gunderman, "How Much, How Well," Schambra, "The Ungodly Bright: Should They Lead Philanthropy in the Future" Payton and Moody, "Philanthropy, Democracy, and The Future"</p> <p>Due: Evaluation of Group Members Due: 24 April at 6 pm: Final Briefing Books Due: 25 April at 10am: Final Presentation PPTs</p>
WEEK 15 PHASE 3	23 April	Phase 3: PRESENTATIONS OF FINALISTS	Read briefing books and provide questions needing clarification	
WEEK 16 PHASE 3	30 April	Phase 3: DEBATE, DISCUSS, DECIDE FINAL DEBATE: THE BEGINNING This will likely be a late night ... plan for it.	Read briefing books and provide questions needing clarification Develop framework for discussion and decision-making.	Due: Final evaluation of Group Members

			Finish making decisions	
GIVING Ceremony	Friday, 3 May 4:00 PM			Due: Sunday 5 May: 12:00 (Noon) <ul style="list-style-type: none"> • Letter to Donors • SPOT (After Giving Ceremony)
WEEK 17 FINALS WEEK	7 May @2pm	Final Exercise		Final Reflection