



HCOL 41163: Giving and Philanthropy

2026 Spring Semester

Section 674 / M 4:00-6:40 / Sadler Hall 421 / Seminar (Honors Colloquium)



PROFESSOR

Dr. Ron Pitcock
Office: 303D Sadler Hall

OFFICE HOURS

Tuesday 4-5 PM
Friday 8-10 AM

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

EMAIL (Preferred method of contact)

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Use Giving 2026 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/>



Course Description

"Giving and Philanthropy," an upper-division Honors colloquium, concentrates 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 to give away much 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,



develop various memoranda/briefing notes, and ultimately 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 as a foundation 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.

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Detailed Overview: Chronology and 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: ten 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 oversee the funding decisions. You are a foundation; I serve as the Foundation's 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 went on to found "The Philanthropy Lab." Starting with TCU's syllabus and course experience, The Philanthropy Lab now funds similar classes at Harvard, Stanford, NYU, Notre Dame, the U of Pennsylvania, the U of Texas, Vanderbilt, the U of Wisconsin, the U of Washington, 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 support, you will both study *and* practice philanthropy by making substantial grants to a small group of nonprofit organizations. This year, for the third time in a row, the Roach 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. Note that your work and decisions are completely independent from the work in that course; you should not work as a collective with Dr. Vartabedian's class making strategic decisions.

This semester will operate much like previous giving courses. Over the course of Phase 1 (the first 6 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 7-9), students will produce and read persuasive written descriptions (briefing documents) about nonprofit organizations and vote for 15 finalist organizations. For Phase 3 (weeks 10-15), 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 13, teams will present cases for donating either all or a part of the \$100,000 fund to their assigned organization. Finally, during week 14, the class will debate the merits of each organization and reach a consensus on which 4-5 organizations will receive funding. On Friday, 5 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: Planning for the Semester

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.

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 Colloquium Definition and Expectations

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.

Final Evaluative Exercise and Giving Ceremony Dates

FINAL EXERCISE: Monday, 4 May 2025, 4:00 - 5:30 pm ~ Sadler 223

GIVING CEREMONY: Thursday, 30 April 2025, 4:00-6:00 pm ~ Courtside Club (Athletics facility)



JOHN V. ROACH
HONORS COLLEGE



Outcomes and Action 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 with 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 difficult.

Visual Representation of Outcomes, Action Steps, and Work

HCOL 41163 Giving and Philanthropy

Outcome and Action Steps Learning Map

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.

Practice strategic philanthropy—a decision-making and due diligence process will real-world implications and funding

Initial Nomination Papers

Top 30+ Briefing Documents

Final Group Briefings and Presentations

Debates and Decision-making Processes

Giving Ceremony

Apply ideas gleaned from readings and discussions to real life through interactions with practitioners.

Conversations with Donors and Philanthropists

Course Readings and Viewings

Class Discussion and Participation

Conversations with Foundation and Giving Experts

Formulate an individual opinion/philosophy on the subject of giving.

Class Dedications

Reflections and One-Page Responses

Final Personal Reflection

Course Readings and Viewings

Giving Goal Exercise

Define what it means to “give away smartly” and assess why giving is actually difficult.

“Do Good” Exercise

Debates and Decision-Making Process

Final Personal Reflection

Final Debate



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.

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



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

--Aristotle



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.

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. 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 will reflect on your contributions through exit slips—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. I'll compare your record with mine and send you a note 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.

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 and during our final debate.

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 35+ 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 and Grading Scale

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:

94-100 = A	74-76.999 = C
90-93.999 = A-	70-73.999 = C-
87-89.999 = B+	67-69.999 = D+
84-86.999 = B	64-66.999 = D
80-83.999 = B-	60-63.999 = D-
77-79.999 = C+	Below 60 = F

Participation: Daily, Reports, and Board Contributions	15%
Initial nominations of 4 Initial Nonprofits	10%
Briefing documents: Top 35 Nonprofits.....	10%
Group Briefings and Presentations: Top 15 Nonprofits.....	25%
One-page reflections and responses on process and learning	25%
Class Dedication Assignment.....	5%
Final Reflection Paper and Letter to Donors.....	10%

Gifts Made by Past Giving and Philanthropy Courses \$1,609,995 / 94 gifts

Year	Nonprofit	Amount	Purpose
2025 (Pitcock)	Methodist Justice Ministry	\$17,500	Unrestricted
2025 (Pitcock)	Cloud Covered Streets of Fort Worth	\$10,000	Unrestricted (for FW CCS only)
2025 (Pitcock)	Gill Children's Services	\$17,500	Unrestricted
2025 (Pitcock)	DASH Network	\$25,000	Unrestricted
2025 (Pitcock)	Hope Farm	\$30,000	For Operations
2025 (Vartabedian)	Methodist Justice Ministry	\$20,000	Unrestricted
2025 (Vartabedian)	The Warm Place	\$20,000	Unrestricted
2025 (Vartabedian)	Hope Farm	\$25,000	\$15K for Vocational Center \$10K Unrestricted
2025 (Vartabedian)	DASH Network	\$5,000	Unrestricted
2025 (Vartabedian)	Gill Children's Services	\$30,000	Unrestricted
2024 (Pitcock)	Girls, Inc.	\$25,000	Support of Program Coordinator—salary & benefits



2024 (Pitcock)	Hope Farm	\$15,000	Unrestricted Gift
2024 (Pitcock)	The Warm Place	\$10,000	Support of 3 additional contract workers
2024 (Pitcock)	The Taste Project	\$20,000	Purchase of a new oven
2024 (Pitcock)	DASH Network	\$30,000	Purchase and support of passenger van
2024 (Vartabedian)	The Innocence Project	\$20,000	Unrestricted Gift
2024 (Vartabedian)	Hope Farms	\$30,000	Unrestricted Gift
2024 (Vartabedian)	Families to Freedom	\$10,000	Unrestricted Gift
2024 (Vartabedian)	One Safe Place	\$20,000	Unrestricted Gift
2024 (Vartabedian)	The Taste Project	\$20,000	Unrestricted Gift
2023 (Pitcock)	The Warm Place	\$25,000	Unrestricted Gift
2023 (Pitcock)	The NET Fort Worth	\$30,000	Enrichment Program and Worthy Co. Apprenticeship Program
2023 (Pitcock)	SafeHaven	\$20,000	Unrestricted Gift
2023 (Pitcock)	Families to Freedom	\$15,000	Unrestricted Gift
2023 (Pitcock)	Gill Children's Services	\$35,000	Unrestricted Gift
2022 (Pitcock)	SafeHaven of Tarrant County	\$20,000	Unrestricted Gift
2022 (Pitcock)	DASH Network	\$30,000	One-year support for asylum-seeking family
2022 (Pitcock)	Communities in Schools	\$20,000	Support of a new school
2022 (Pitcock)	Agape International Missions	\$30,000	Unrestricted Gift
2021 (Pitcock)	Traffick 911	\$10,000	Unrestricted Gift
2021 (Pitcock)	Presbyterian Night Shelter	\$10,000	Unrestricted Gift
2021 (Pitcock)	Communities in Schools	\$30,000	\$20K for Growth Fund / \$10K for Mental Health Initiatives
2021 (Pitcock)	The Boys and Girls Club of Greater Tarrant County	\$20,000	\$10K Unrestricted Gift / \$10K for Summer Intensive Program
2021 (Pitcock)	The Women's Center of Tarrant County	\$15,000	Unrestricted Gift
2020 (Pitcock)	Meals On Wheels, Inc. of Tarrant County	\$25,000	Unrestricted Gift
2020 (Pitcock)	Presbyterian Night Shelter	\$17,800	Unrestricted Gift
2020 (Pitcock)	Alliance for Children	\$10,000	Unrestricted Gift
2020 (Pitcock)	Safehaven	\$16,000	Unrestricted Gift
2019 (Pitcock)	Mercy Clinic	\$18,000	Dental Clinic Operating Costs and New Static Autoclave Machine
2019 (Pitcock)	Hope Farm	\$16,080	New Computers for Reading Lab
2019 (Pitcock)	Traffick 911	\$25,295	Unrestricted Gift
2019 (Pitcock)	CASA	\$10,000	Unrestricted Gift
2018 (Pitcock)	SafeHaven of Tarrant County	\$20,557	Crisis Hotline Salaries and Adventure Camp
2018 (Pitcock)	Immunization Collaboration	\$15,000	Vaccinations for kids in Tarrant County
2018 (Pitcock)	Gill Children's Services	\$15,000	General Fund—Allocated Based on Need
2018 (Pitcock)	Communities in Schools	\$34,000	Social Worker Salary to work in local public school and develop mentor program
2018 (Pitcock)	Arise Africa	\$24,483	Backpacks, books, school supplies
2018 (Pitcock)	The NET	\$20,960	The MASE Program and Worthy Co Program
2017 (Pitcock)	Rivertree Academy	\$13,000	Curriculum and Teacher Training
2017 (Pitcock)	Educational First Steps	\$16,000	Accredited Centers and Enrollment Services
2017 (Pitcock)	CASA	\$30,000	Funds to hire additional Caseworker
2017 (Pitcock)	Mercy Clinic of Fort Worth	\$21,000	Medical Room, Blood Pressure Machines, and Autoclave
2017 (Pitcock)	Touch A Life	\$20,000	Education of children saved from human trafficking on Lake Volta
2016 F (Pitcock)	Hope Farm	\$20,000	Literacy Program
2016 F (Pitcock)	Alliance for Children	\$12,000	Room Makeover Projects for Abused Children
2016 F (Pitcock)	Girls Inc. of Tarrant County	\$15,000	Eureka STEM Project for Lower Income Female Students
2016 F (Pitcock)	Gill Children's Services	\$10,000	General Fund—Allocated Based on Need
2016 F (Pitcock)	One Acre Fund	\$10,000	General Fund
2016 F (Pitcock)	SafeHaven of Tarrant County	\$8,000	Legal Services for Clients
2016 S (Pitcock)	Northside Inter-Community Agency	\$10,000	Unrestricted
2016 S (Pitcock)	Gill Children's Services	\$3,500	Unrestricted
2016 S (Pitcock)	MANNA Worldwide	\$11,500	Technology and unrestricted
2016 S (Pitcock)	The Clubhouse for Special Needs	\$8,050	Half-Court Soft-top Basketball Course and Wheelchair Ramp Remodel



2016 S (Pitcock)	Educational First Steps	\$28,800	New Childcare Center in the Como Community
2016 S (Pitcock)	Gill Children's Services	\$13,450	General Fund — Allocated Based on Need
2016 S (Pitcock)	Presbyterian Night Shelter	\$10,500	Children's Multipurpose Room
2016 S (Pitcock)	Tarrant Literacy Coalition	\$14,200	HiSET Test Program Funding for Adult Education
2016 S (Pitcock)	World Relief Fort Worth	\$10,000	Match Grant Program; Cash Assistance for Refugees
2015 (Pitcock)	Community Link Mission	\$10,995	Development of Medical Clinic and Supplies
2015 (Pitcock)	Gill Children's Services	\$1,855	Medical and Dental Services/Surgeries
2015 (Pitcock)	MANNA Worldwide	\$5,000	Development of Water Well in Honduras
2015 (Pitcock)	Northside Inter-Community Agency	\$9,950	Circle of Winners Summer Program
2015 (Pitcock)	Real School Gardens	\$14,200	W.J. Turner Elementary Garden & Teacher raining
2015 (Pitcock)	The Net	\$8,000	Drop-in Center for Support and Counseling
2014 (Pitcock)	The Net	\$16,592	Development of the Purchased Program
2014 (Pitcock)	Project Bliss	\$6,200	Furnishings for new client housing
2014 (Pitcock)	Feed By Grace	\$9,313	Infrastructure Project
2014 (Pitcock)	Battered Women's Foundation	\$12,895	Creation of Exterior Storage
2014 (Pitcock)	Mission Arlington	\$15,000	New Bus
2013 (Pitcock)	Agua Para Todos	\$6,200	Motorcycles for transportation of well workers
2013 (Pitcock)	Communities in Schools	\$31,000	In-school tutoring and mentoring program for school in crisis
2013 (Pitcock)	Feed By Grace	\$18,294	Gardening Program and Shelter
2013 (Pitcock)	Fortress Youth Development Center	\$25,000	Transportation and setup for new building
2013 (Pitcock)	Journey Learning Center	\$10,000	Ipads and Learning devices for affordable
2013 (Pitcock)	SafeHaven of Tarrant County	\$8,876	Mattresses & Washer/Dryer for shelter
2012 (Pitcock)	Fort Worth Hope Center	\$30,000	Full funding of dental clinic
2012 (Pitcock)	Child Vision Center	\$25,000	Majority funding of advanced eye examination equipment
2012 (Pitcock)	Feed By Grace	\$17,000	Fences and earthworms for gardens
2012 (Pitcock)	The Charis Project	\$15,000	Creation of orphanage community and farms in rural Thailand
2012 (Pitcock)	Against Malaria	\$9,000	15,000 nets in Africa
2012 (Pitcock)	Northside Inter-Community Agency	\$6,000	Literacy program for developing readers
2011 (Pitcock)	Hope Farm	\$15,000	One-year of private education for 8 boys
2011 (Pitcock)	The Warm Place	\$3,750	Training for 25 additional counselors
2011 (Pitcock)	Fortress Youth Development Center	\$1,250	Literacy software for developing readers

Student Resources and Policy Information

Click or scan QR code for resources to support you as a TCU student. Please note section on [Student Access and Accommodation](#), [Academic Conduct & Course Materials Policies](#), and [Emergency Response & TCU Alert](#).



Artificial Intelligence (AI) Ethical Considerations and Consequences for Misuse

Artificial intelligence (AI) and other unapproved assignment-help tools MAY NOT be used for course assignments except as explicitly authorized by the instructor. Acknowledging this, if you turn in work that you did not personally write, I have the right to consider it plagiarized. If I give you the option to use these tools, you must cite wherever you have incorporated them into your written work.

A word of caution: ChatGPT/Gen AI tools can produce erroneous information, so you should critically assess their output because I will grade your work (including any AI elements) for accuracy. You should also be cautious about “voice/style” changes when using these tools because your written work should have a consistent voice.

Specific examples of prohibited activities include, but are not limited to:

- Submitting all or any part of an assignment statement to an AI or unapproved assignment-help tool
- Incorporating any part of an AI-generated response in an assignment

You MAY use AI to brainstorm or outline your own ideas.

If you are in doubt as to what constitutes AI, or whether an assignment-help tool is suitable for use in this class, then it is your responsibility to discuss your situation with the instructor.

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.

*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 DO TO PREPARE TO GIVE AWAY \$100,000	REQUIRED READINGS ARE PROVIDED ONLINE; ASSIGNMENT BOXES ARE PROVIDED ONLINE; Due on this date (unless notified otherwise online) ONLINE INFORMATION TAKES PRECEDENCE OVER PRINTED
WEEK 1 PHASE 1	Philanthropy Fridays are noted online Monday, 12 January	Course Dedication: Pitcock Introduction to "Giving Experience," syllabus, and The Philanthropy Lab This is not a course; it is a rare opportunity Poem: "OKAY" (Read and discuss in class) How to evaluate nonprofits, develop SROI, and write-up nonprofits for one-page evaluations	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 <u>optional</u> fifth international nonprofit. You may not repeat another person's nomination. Students may claim a nonprofit on the discussion board	Due: 12 Monday: Watch "Uncharitable" Due: (Wednesday, 14 January, 8 PM) Personal introduction and Philanthropic Statement The last day for enrollment or changing classes is Friday, 16 January. If you plan to drop the class, please do so in a manner that provides plenty of time for someone to join the course. Many students have asked to enroll in the course and would like the chance to have your seat.
Martin Luther King Day	No class because of holiday		Between first and second class, I would love to meet you. Feel free to come by my office and introduce yourself. Spend time identifying nonprofits and causes in Tarrant County that interest you.	View materials from the Philanthropy Lab before Monday, 19 January.
WEEK 2 PHASE 1	Monday, 26 January	Course Dedication. 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 in the discussion forum online, and start writing initial nomination papers.	Readings & Viewings Include (all are online) Read: "Worms and Water Pumps" Gunderman, "Imagining Philanthropy" "A History of Modern Philanthropy" timeline 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" Four Traditions of Philanthropy Watch: Sara Lomelin: Giving Circles and Disrupting Philanthropy Fulton, "You are the Future of Philanthropy" (Ted Talk) Due: (Monday, 26 January, 4 PM): "Do Good" Assignment



<p>WEEK 3</p> <p>PHASE 1</p>	<p>Monday, 2 February</p> <p>(Asynchronous Class)</p>	<p>Course Dedication.</p> <p>History and Thought on Giving and Philanthropy</p> <p>Peter Singer: Effective Altruism</p> <p>Developing an SROI</p>	<p>Continue to identify nonprofits, announce your intended nonprofits, and write initial nomination papers.</p>	<p>Readings & Viewings Include (all are online)</p> <p>Read: Macaskill, "Hard Trade-Offs" Macaskill, "How You Can Save Hundreds of Lives" Singer, "What is Effective Altruism" Singer, "Living Modestly to Give More" Morozov "Rockefeller gave away money for no return. Can we say the same of today's tech barons?"</p> <p>Watch: Peter Singer, "The Why and How of Effective Altruism" Arthur Brooks, "Why Giving Matters speech"</p> <p>DUE: (Monday, 2 February @ 4pm) What are you looking for in a nonprofit?</p>
<p>WEEK 4</p> <p>PHASE 1</p>	<p>Monday, 9 February</p>	<p>Course Dedication.</p> <p>The Cases of Steve Jobs, Warren Buffett, Bill Gates, Jeff Bezos, and Mackenzie Scott</p> <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>Continue to identify nonprofits, announce your intended nonprofits, and write initial nomination papers.</p>	<p>Readings & Viewings Include (all are online)</p> <p>Read: Gunderman, "Materialist Philanthropy" Preston, "Steve Jobs Found Much to Dislike about Philanthropy" Singer, "What Should a Billionaire Give—And What Should You?" The Giving Pledge (website) Lee, Trelstad, and Tran, "\$15 billion in Five Years: What Data Tells Us About Mackenzie Scott's Philanthropy" "Jeff Bezos Says He Will Give Away Most of His Fortune"</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" Steve Job's Guidance on Philanthropy</p>
<p>WEEK 5</p> <p>PHASE 1</p>	<p>Monday, 16 February</p>	<p>Course Dedication.</p> <p>Developing SROI</p>	<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" Gunderman, " Tierney & Fleishman, "Introduction," <i>Give Smart</i> Tierney & Fleishman, "What Are My Values and Beliefs" Bridgespan Group: Defining Success</p> <p>Watch:</p>



				Darwent, "How to Fund Real Change in your community" (Ted Talk)
WEEK 6 PHASE 1	Monday, 23 February	Final Day of Phase 1: DEBATE, DISCUSS, DECIDE	Determine your interest level in the top 35. We will narrow the list of eligible nonprofits. After class, groups will be announced, and they will start developing stronger 3-page briefing documents for assigned nonprofits.	DUE: All White Paper Nominations Readings & Viewings Include (all are online) Read: Dykstra: "What is a Grant?" All one-page grant initial nominations Watch: Norton, "How to Buy Happiness" Due: Ranking of top nonprofits based on Initial Nominations Due: Tuesday, 10:00 am (24 February): Preference rankings for Phase 2
WEEK 7 PHASE 2	Monday 2 March	Course Dedication. Reading 990 Tax Forms Group Work	Continue writing and researching briefing documents	Readings & Viewings Include (all readings and viewings are online) Read: "Overhead Costs, CEO Pay, and Other Confusions," from <i>Doing Good Better</i> Brest & Harvey, essays from <i>Money Well Spent</i> Due: Reflection on Phase 1 process
WEEK 8 PHASE 2	Monday, 9 March	Course Dedication. Group Work	Finish and submit briefing documents by 9am on 22 March. Start reading the briefing documents.	Readings & Viewings Include (all are online) Read: Penley, "Giving Poorly Can Be Worse Than Not Giving At All" Case Studies Watch: Pallotta, "The Way We Think About Charity is Dead Wrong" Okonjo-Iweala, "Want to Help Africa? Do Business Here" Due: Midterm Participation Report
Week 9 Spring Break	Monday, 16 March			
WEEK 9 PHASE 2	Monday, 23 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.	Readings & Viewings Include Dichter, "The Generosity Experiment" Due: Tuesday (March 24), 10am: Preferences for Phase 3 work



WEEK 10 PHASE 3	Monday, 30 March	Phase 3: Research and Work Course Dedication. Giving Goals	You should be in process of researching and developing briefing books and presentations for your finalists.	Readings & Viewings Include (all are online) Read: "More Than an ATM," from <i>Generation Impact: How Next Gen Donors are Revolutionizing Giving</i> Due Diligence Done Well, GEO Reich, "A Failure of Philanthropy" Quick Guide to Conducting a Site Visit Watch: Gough, "We Can All Be Philanthropists" (TED Talk)
WEEK 11 PHASE 3	Monday, 6 April	Phase 3: Research and Work Course Dedication. Group Work	You should be in process of researching and developing briefing books and presentations for your finalists.	Readings & Viewings Include (all are online) Read: "A Monday Morning Checklist," Tierney and Fleishman Due: Giving Goal (post in two places: Course site and Philanthropy Lab portal) Due: Evaluation of Group Members
WEEK 12 PHASE 3	Monday, 13 April	Phase 3: Research and Work Course Dedication. Group Work	You should be in process of researching and developing briefing books and presentations for your finalists.	Readings & Viewings Include (all are online) 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" Due: Evaluation of Group Members
WEEK 13 PHASE 3	Monday, 20 April	Phase 3: PRESENTATIONS OF FINALISTS	Read briefing books and provide questions needing clarification	Due: 17 April at 5 pm: Final Briefing Books Due: 19 April at 11:59 pm: Final Presentation PPTs
WEEK 14 PHASE 3	Monday, 27 April	Phase 3: DEBATE, DISCUSS, DECIDE FINAL DEBATE: THE BEGINNING This will be an incredibly late night ... plan for it.	Read briefing books and provide questions needing clarification Develop framework for discussion and decision-making. Finish making decisions	Due: Final evaluation of Group Members



GIVING Ceremony	Thursday, 30 April 4:00 PM			Due: SPOT (After Giving Ceremony)
Final Exercise	Monday, 4 May 4:00-6:00	Final Exercise		Due: Monday, 4 May Final Reflection <ul style="list-style-type: none"> • Letter to Donors • Final Participation Review

