



HCOL 41163: Giving and Philanthropy

2023 Spring Semester

Section 674 / M 4:00-6:40 / Sadler Hall 421

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

r.pitcock@tcu.edu
Use Giving 2023 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 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/Tarrant County 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 and ethical judgments as they engage micro-decisions while considering macro-consequences. Students will direct and control over \$75,000 (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.

The basic premise of this class is that you are now stewards of tens of thousands of dollars, and your job is to give it all away. The decisions about where that money will go reside with you, not me. You are in charge of the decisions. You are the Board of Directors. You are responsible for making the decisions and giving the money away; I serve only as your Director. 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 and where your money might go further. 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.

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, 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. Alumni of the course have donated funds. 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.



This semester will operate much like previous giving courses. Over the course of Phase 1 (the 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 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 Phase 2 (weeks 7-10), students will produce and read persuasive written descriptions (briefing documents) about nonprofit organizations and vote for 15 finalist organizations. For Phase 3 (weeks 9-15), 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 14, teams will present cases for donating either all or a part of the \$75,000+ gift to their assigned organization. Finally, during week 15, the class will debate the merits of each organization and reach a consensus on which 4-5 organizations will receive funding.

On Thursday, 4 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.

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.

Outcomes and Actions Steps

Primary Learning Outcome

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 with 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 \$75,000 to give away responsibly.

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

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

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

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

Seek help when needed: Course members are welcome to secure additional help on papers at the William L. Adams Writing Center (ext. 7221). For writing-center information visit <<http://www.wrt.tcu.edu/>> online. Students who receive tutoring—formal or informal—from individuals or programs other than the William L. Adams Writing Center are responsible for ensuring that the tutoring adheres to ethical standards consistent with those followed at the writing center (e.g., tutors do not



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

--Aristotle



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 presentation and answer questions regarding their work and thoughts on philanthropy, as well as your work in this class. I will provide lunch.

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.

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 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.

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 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. Rubrics available online.

Phase 3: Final Group Briefings and Presentations: Groups of 3-4 students will produce these materials, which are extensive 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

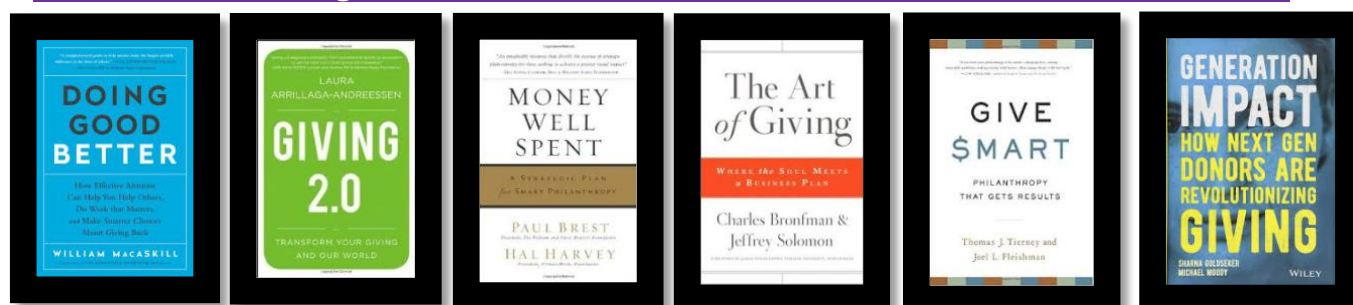
In this class I will meet with you regularly to evaluate your progress. In order to receive a passing grade for this course, you must satisfactorily complete all major assignments on time with a cumulative passing average. One unexcused absence will warrant lowering your final grade one letter; 2 absences 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:

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

Class Participation letters / Board Contributions	25%
White Paper Proposals of 4 Initial Charities.....	10%
Briefing documents: Top 40 Charities.....	10%
Group Briefings and Presentations: Top 15 Charities	20%
One-page reflections and responses on process and learning	20%
Class Dedication Assignment.....	5%
Final Reflection Paper and Letter to Donors.....	10%



Selected Readings (All available on TCU 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.aafc.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 \$1,069,545 / 59 gifts

Year	Nonprofit	Amount	Purpose
2022	SafeHaven of Tarrant County	\$20,000	Unrestricted Gift
2022	DASH Network	\$30,000	One-year support for asylum-seeking family
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 Online: Our Learning Management System

Getting Started with TCU Online

Technical Requirements: Check your computer is ready by looking at the [specifications list](https://community.brightspace.com/s/article/Brightspace-Platform-Requirements).
(<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>)

Log In: (using your TCU Network Credentials)

1. Access via my.tcu.edu > Student Quick Links > TCU Online
2. Login at the following [website](http://d2l.tcu.edu) (<http://d2l.tcu.edu>) my.tcu.edu

*For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/).
(<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

Student Orientation Tutorial for TCU Online: If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.

Getting Help with TCU Online

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

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.



Personal Settings & Notifications for TCU Online

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. You can upload a photo of yourself and add personal information to your profile. In the notifications area, you can add your phone number to receive text messages when grades are given, as well as reminder texts for upcoming assignments and quizzes.

Student Success Tools for TCU Online

Pulse

[Pulse](#) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

ReadSpeaker

[ReadSpeaker](#) includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/>

Email and Sharing Policies

Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), and may also constitute Academic Misconduct or Disruptive Classroom Behavior (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.



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.

Support for TCU Students

Campus Offices

- Academic Advising (817.257.7486; first floor Sadler Hall)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)



- Campus Life (817-257-7926, The Harrison 1600)
- Center for Writing (817-257-7938, Reed Hall 419)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Counseling & Mental Health Center (817-257-7863, Jarvis Hall, second floor)
- Mary Coats Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Access & Accommodations (817-257-6567, The Harrison 1200)
- Student Success (817-257-8345, Samuelson Hall, West Entrance)
- Substance Use and Recovery Services (817-257-7100, Jarvis Hall 2nd floor)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

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/)
- [Learn about the Campus Community Response Team and Report a Bias Incident: https://titleix.tcu.edu/campus-community-response-team/](https://titleix.tcu.edu/campus-community-response-team/)

Anti-Discrimination and Title IX at TCU

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct 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. The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](#) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](#).

To make a report, you may call OIE at 817-257-8228, email oe@tcu.edu, visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

[To learn about the Campus Community Response Team \(CCRT\) and Report a Bias Incident click here: https://inclusion.tcu.edu/campus-community-response-team/](https://inclusion.tcu.edu/campus-community-response-team/)



Obligations to Report Conduct Raising Title IX or VAWA Issues

TCU's Title IX Coordinator works within OIE. Andrea McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email ojie@tcu.edu or a.mcdew@tcu.edu, or make a report [here](#). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

Mandatory Reporters

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Confidential On-Campus Resources

Campus Advocacy, Resources & Education
<https://care.tcu.edu> | 817-257-5225

Counseling & Mental Health Center

www.counseling.tcu.edu | 817-257-7863

Religious & Spiritual Life

www.faith.tcu.edu | 817-257-7830

On Campus Resources

TCU Police

www.police.tcu.edu | 817-257-8400 Non-emergency | 817-257-7777 Emergency

TCU Policy for Religious Observations & Holidays

"Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University." For more information, please visit the [TCU Policy for Religious Observations & Holidays](#) webpage.

Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567.

Audio Recording Notification:

Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.



Emergency Response Information

View [TCU's L.E.S.S. is More public safety video](#) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

View the [TCU Building Safety Maps](#) that show the specific seek shelter locations and building rally points for evacuation. (<https://publicsafety.tcu.edu/less-safety-maps/>)

View the [TCU Evacuation Rally Point Map](#) to see all rally points for evacuation. (<https://publicsafety.tcu.edu/wp-content/uploads/2020/01/TCU-Rally-Point-Map.pdf>)

Download the [Frogshield Campus Safety App](#) on your phone. (<https://police.tcu.edu/frogshield/>).

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Inclement Weather Policy

When the university announces an official campus closure, all academic instruction and activities, online or in-person, on or off campus, will cease until the university officially reopens. Since there is no guarantee of the ability to communicate or access academic resources during a closing, students will not be expected to attend class online, submit assignments, take exams, or meet any scheduled deadlines during the closure. When

classes resume, faculty will inform students of adjusted course expectations and deadlines to make sure course learning objectives are met. Any make-up time will take place during the scheduled class time or through out-of-class activities, which could include asynchronous lectures.

*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 \$75,000	REQUIRED READING, PREPARATION, ASSIGNMENTS, Due on this date (unless notified otherwise)
WEEK 1 PHASE 1	Monday, 23 January	<p>Course Dedication: Pitcock</p> <p>Introduction to “Giving Experience,” Syllabus, and The Philanthropy Lab</p> <p>This is not a course; it is a rare opportunity</p> <p>Poem: “OKAY” (Read and discuss in class)</p> <p>How to begin Evaluating Nonprofits and developing SROI</p> <p>How to research and write-up nonprofits for one-page evaluation papers</p>	<p>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> international nonprofit.</p> <p>You may not repeat another person’s nomination. Students may claim a nonprofit on the discussion board</p>	<p>Readings & Viewings Include (all readings and viewings are online)</p> <p>Due (Tuesday, 24 January, 5 PM): Personal Introduction and Philanthropic statement</p> <p>Browse Giving USA documents</p>
WEEK 2 PHASE 1	Monday, 30 January	<p>Discuss: What is a Nonprofit?</p> <p>Discuss: What is Philanthropy</p> <p>Discuss: What do you care about and look for in a nonprofit?</p>	<p>Continue to identify nonprofits, announce your intended nonprofits, and write initial nomination papers.</p>	<p>Readings & Viewings Include (all readings and viewings are online)</p> <p>Gulati-Partee, “A Primer on Nonprofit Organizations” https://www.councilofnonprofits.org/myths-about-nonprofits</p> <p>Read, “Worms and Water Pumps”</p> <p>Read Gunderman, “Imagining Philanthropy”</p> <p>Browse “A History of Modern Philanthropy” timeline (web)</p> <p>Due: “Do Good” response</p>
WEEK 3 PHASE 1	Monday, 6 February	<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 readings and viewings are online)</p> <p>“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>Payton & Moody, “Voluntary Action for the Public Good” excerpt</p> <p>Watch: Why Giving Matters speech</p> <p>Bridgespan Group: Defining Success</p> <p>DUE: What are you looking for in a nonprofit?</p>
<p>WEEK 4</p> <p>PHASE 1</p>	<p>Monday, 13 February</p>	<p>The Cases of Steve Jobs, Warren Buffett, and Bill Gates</p> <p>The Case of Eli Broad</p> <p>The Giving Pledge</p>	<p>Continue to identify nonprofits, announce your intended nonprofits, and write initial nomination papers.</p>	<p>Readings & Viewings Include (all readings and viewings are online)</p> <p>“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>Read Giridharadas, “Generosity and Justice” from <i>Winners Take All</i></p> <p>Watch: Peter Singer, “The Why and How of Effective Altruism”</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>
<p>WEEK 5</p> <p>PHASE 1</p>	<p>Monday, 20 February</p>	<p>Developing SROI</p>	<p>Finish nomination papers turn in before the start of class.</p> <p>Start reading initial nomination papers 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 readings and viewings are online)</p> <p>“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> <p>Tierney & Fleishman, “What Are My Values and Beliefs,” <i>Give Smart</i></p> <p>Dykstra: “What is a Grant?”</p> <p>Bronfman & Solomon essays</p>



				<p>Watch: Fulton, "You Are the Future of Philanthropy"</p> <p>DUE: All White Paper Nominations</p>
<p>WEEK 6 PHASE 1</p>	<p>Monday, 27 February</p>	<p>Final Day of Phase 1: DEBATE, DISCUSS, DECIDE</p> <p>40 nonprofits</p>	<p>Determine your interest level in the top 40 and, after groups are announced, start developing stronger 3-page briefing documents for your assigned nonprofit</p>	<p>Readings & Viewings Include (all readings and viewings are online)</p> <p>Norton, "How to Buy Happiness"</p> <p>Due: Ranking of top nonprofits based on Initial Nominations</p> <p>Due: Tuesday, 10:00 am (28 February): Preference rankings for Phase 2</p>
<p>WEEK 7 PHASE 2</p>	<p>Monday 6 March</p>	<p>Guest Speaker (TENATIVE) Mr. David Dena, Fort Worth Zoo</p> <p>Reading 990 Tax Forms</p>	<p>Continue writing and researching briefing documents</p>	<p>Readings & Viewings Include (all readings and viewings are online)</p> <p>"Overhead Costs, CEO Pay, and Other Confusions," from <i>Doing Good Better</i></p> <p>Brest & Harvey, essays from <i>Money Well Spent</i></p> <p>Due: Reflection on Phase 1 process</p>
<p>WEEK 8 Spring BREAK</p>	<p>Monday, 13 March</p>	<p>SPRING BREAK</p>	<p>Continue working on 3-page briefing documents</p>	<p>Readings & Viewings Include (all readings and viewings are online)</p> <p>Due: Midterm Participation Report</p>
<p>WEEK 9 PHASE 2</p>	<p>Monday, 20 March</p>	<p>Phase 2: Guest Speakers (TENATIVE), Kelly and Jeff Dillard</p>	<p>Finish and submit briefing documents. Start reading the briefing documents.</p>	<p>Readings & Viewings Include (all readings and viewings are online)</p> <p>Case Studies</p> <p>Watch: Pallotta, "The Way We Think About Charity is Dead Wrong"</p> <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 Wed. (22 March), Noon: Extended Briefing Reports</p>
<p>WEEK 10 PHASE 2</p>	<p>Monday, 27 March</p>	<p>Phase 2: DEBATE, DISCUSS, DECIDE</p> <p>Narrow to 15 nonprofits</p>	<p>Read the 40 extended briefing papers. Determine the top 15 finalists based on materials in extended briefing papers.</p>	<p>Readings & Viewings Include</p> <p>Dichter, "The Generosity Experiment"</p> <p>Due: Tuesday (March 28), 10am: Preferences for Phase 3 work</p>



<p>WEEK 11 PHASE 3</p>	<p>Monday, 3 April</p>	<p>Phase 3: Research and Work Guest Speakers (TENATIVE), Karen and Jay Case</p> <p>Giving Goals</p>	<p>You should be in process of researching and developing briefing books and presentations for your finalists.</p>	<p>Readings & Viewings Include (all readings and viewings are online)</p> <p>“More Than an ATM,” from <i>Generation Impact: How Next Gen Donors are Revolutionizing Giving</i></p> <p>Due Diligence Done Well, GEO</p> <p>Reich, “A Failure of Philanthropy”</p> <p>Quick Guide to Conducting a Site Visit</p>
<p>WEEK 12 PHASE 3</p>	<p>Monday, 10 April</p>	<p>Phase 3: Research and Work</p> <p>Giving Goals</p>	<p>You should be in process of researching and developing briefing books and presentations for your finalists.</p>	<p>Readings & Viewings Include (all readings and viewings are online)</p> <p>“How Much, How Well,” from <i>We Make a Life By What We Give</i></p> <p>“A Monday Morning Checklist,” Tierney and Fleishman</p> <p>Due: Evaluation of Group Members</p>
<p>WEEK 13 PHASE 3</p>	<p>Monday, 17 April</p>	<p>Phase 3: Research and Work</p>	<p>You should be in process of researching and developing briefing books and presentations for your finalists.</p>	<p>Ditkoff & Grindle, “Audacious Philanthropy”</p> <p>Arrillaga-Adressen, “In the Trenches: Getting Big Results from a Small Nonprofit”</p> <p>The Mistakes We Make When Giving to Charity”</p> <p>Watch: Fulton, “You Are The Future of Philanthropy”</p> <p>Due: Evaluation of Group Members</p> <p>Due: Your Giving Goal</p>
<p>WEEK 14 PHASE 3</p>	<p>Monday, 24 April</p>	<p>Phase 3: PRESENTATIONS OF FINALISTS</p>	<p>Read briefing books and provide questions needing clarification</p>	<p>Due : 23 April at 6 pm: Final Briefing Books Due: 24 April at 8am: Final Presentation PPTs</p>



<p>WEEK 15</p> <p>PHASE 3</p>	<p>Monday, 1 May</p>	<p>Phase 3: DEBATE, DISCUSS, DECIDE</p> <p>FINAL DEBATE: THE BEGINNING This will be a late night ... plan for it.</p>	<p>Read briefing books and provide questions needing clarification</p> <p>Develop framework for discussion and decision-making.</p> <p>Finish making decisions</p>	<p>Due: Final evaluation of Group Members</p> <p>Due Wednesday 3 May (10am) Final Participation letter</p>
<p>GIVING Ceremony</p>	<p>Thursday, 4 May 4:00 PM</p>			<p>Due:</p> <p>For Seniors: Wednesday, 3 May: 10:00 AM</p> <ul style="list-style-type: none"> • Final Reflection • Letter to Donors • SPOT (After Giving Ceremony) <p>For Non-graduating students Friday, 5 May 5:00 PM</p> <ul style="list-style-type: none"> • Final Reflection • Letter to Donors • SPOT (after Giving Ceremony)

