



JOHN V. ROACH  
HONORS COLLEGE



## Honors Colloquium Spring 2017

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

Section 674  
Rees-Jones Hall 333  
Monday 3:30–5:20 PM

#### ■ Course Information

Dr. Ron Pitcock  
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(Use **Nature of Giving 2017** in subject line)

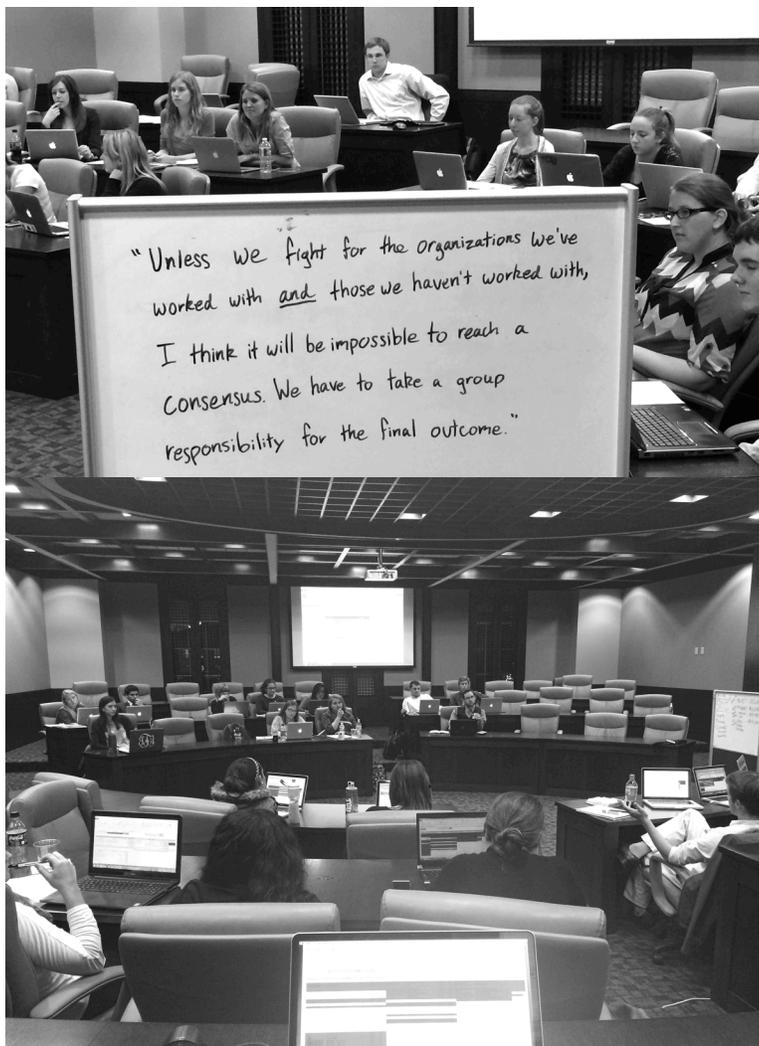
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The Philanthropy Lab

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



#### ■ Overview

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

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

and encourage them to examine further the intersections of philanthropy with policy, the arts, business, law, and society.

Second, students will solve problems associated with philanthropy by participating in real philanthropic endeavors. Students will research various nonprofit organizations located in both Fort Worth and international locations, visit and conduct interviews, develop various memoranda/briefing notes, and ultimately, in Scharbauer Hall's Debate Chamber, argue the merits of each organization under consideration. Students taking the course will help determine the goals of our philanthropy, the number and size of our gift(s), the mode of our awarding the gift(s), and our plans for evaluating the success of our gift(s). The work in this course will affect real lives in meaningful ways, and students will discuss and make moral judgments as they engage micro-decisions while considering macro-consequences. Students will direct and control over \$50,000 (donor-funded gifts to the course); it is up to the students' collective wisdom to grant these funds responsibly under rules we create as a class and with the guidance of TCU.

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

## ■ **Course: Chronology and Philanthropic Work**

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

Over the course of the first 3 weeks, studies of current and historical philanthropists will shape how students evaluate the operational strategies and goals of local philanthropies. Starting week 2 and ending week 6, students will conduct due diligence research on nonprofit organizations, picking personal favorites and assessing those organizations' potential suitability for receipt of a grant. Guest speakers—including representatives from the Once Upon a Time Foundation, TCU Advancement and Development staff, the Fort Worth Zoo, TCU Donors, and the Amon Carter Foundation—will inform our research of regional nonprofit organizations.

For weeks 7 & 8, students will produce and read persuasive written descriptions (memoranda) about nonprofit organizations and vote for 15 finalist organizations. For weeks 9-11, students will divide into teams and complete background research (including on-site visits) on the finalist organizations, and then prepare a formal publication and group presentation for the benefit of other students in the class.

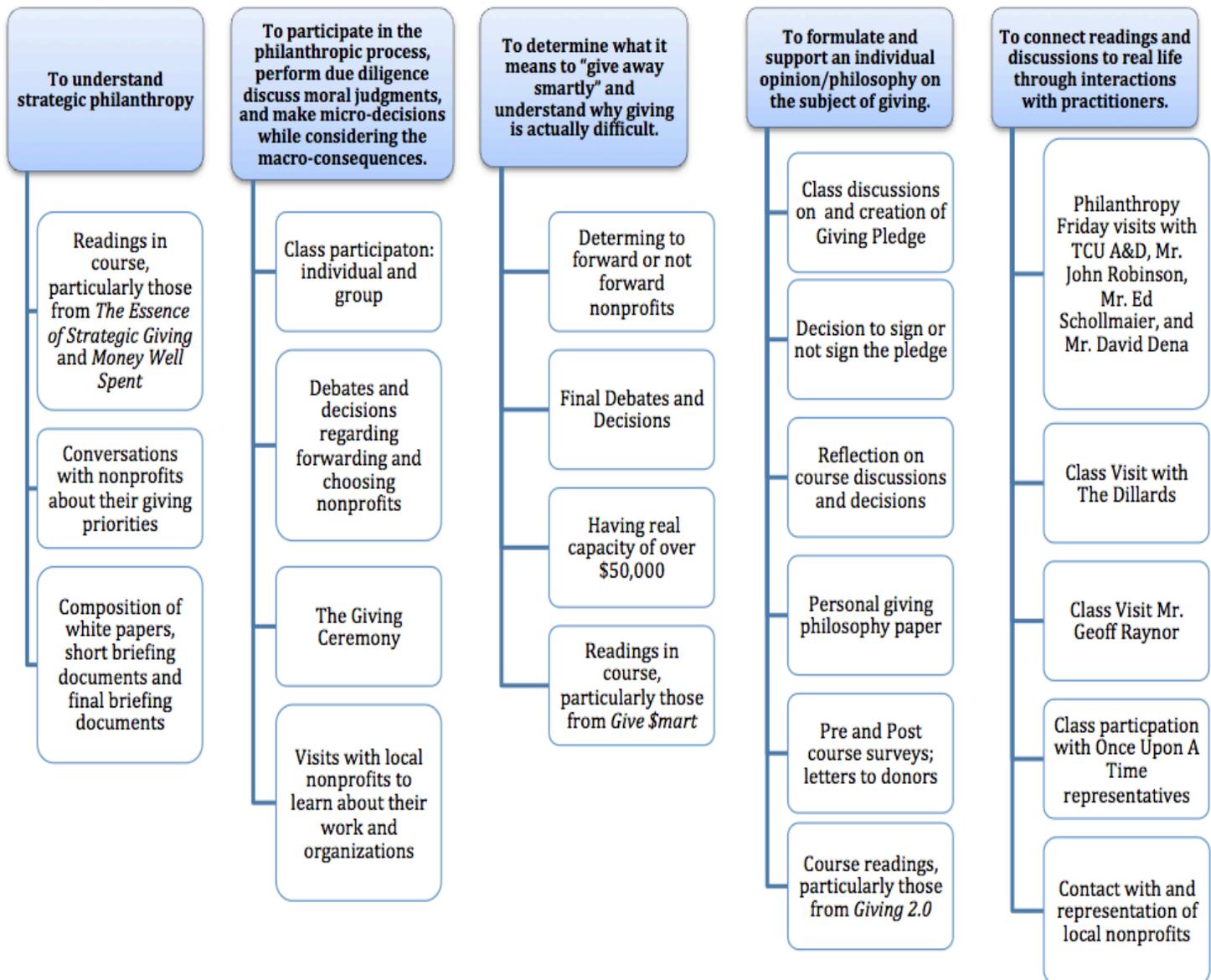
In weeks 12-13, the teams will present their persuasive arguments for donating either all or a part of the \$50,000+ gift to their assigned organization in a presentation. Finally, during weeks 14 and 15, the class will debate the merits of each organization and reach a consensus on which 5 (or fewer) organizations will receive funds.

On Friday, 5 May at 3:00 pm, students will arrange a public presentation of the award(s) to the nonprofit organization(s) and reflect on what they have learned and experienced.

## ■ Course Objectives and Topoi

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

## ■ Course Objectives Chart



## ■ Responsibilities of Colloquium Members

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

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

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

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

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

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

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

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

**Philanthropy Fridays:** This speaker series will take place during already established Fridays this semester. During these sessions, we will have a lunch and spend time with a speaker who will give a

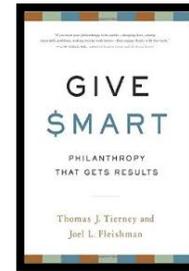
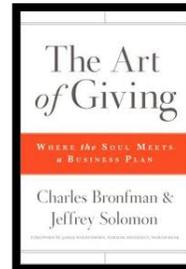
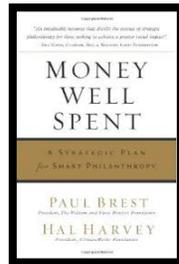
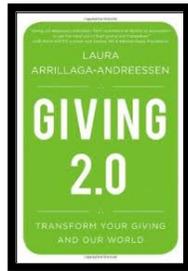


*Liberality lies not in the multitude of the gifts but in the character of the giver.*

--Aristotle

short presentation and answer questions regarding their work and thoughts on philanthropy, as well as your work in this class.

## ■ Readings



### Books

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

### Articles

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

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

— Lao Tzu

## Videos

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

## Resources

### General Sites:

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

### On Philanthropy:

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

## Past Gifts Made by Nature of Giving Alumni

Year	Nonprofit	Amount	Purpose
2017	Hope Farm	\$20,000	Literacy Program
2017	Alliance for Children	\$12,000	Room Makeover Projects for Abused Children
2017	Girls Inc. of Tarrant County	\$15,000	Eureka STEM Project for Lower Income Female Students
2017	Gill Children's Services	\$10,000	General Fund—Allocated Based on Need
2017	One Acre Fund	\$10,000	General Fund
2017	Safehaven	\$8,000	Legal Services for Clients

<b>2016</b>	The Clubhouse for Special Needs	\$8,050	Half-Court Soft-top Basketball Course and Wheelchair Ramp Remodel
<b>2016</b>	Educational First Steps	\$28,800	New Childcare Center in the Como Community
<b>2016</b>	Gill Children's Services	\$13,450	General Fund – Allocated Based on Need
<b>2016</b>	Presbyterian Night Shelter	\$10,500	Children's Multipurpose Room
<b>2016</b>	Tarrant Literacy Coalition	\$14,200	HiSET Test Program Funding for Adult Education
<b>2016</b>	World Relief Fort Worth	\$10,000	Match Grant Program; Cash Assistance for Refugees
<b>2015</b>	Community Link Mission	\$10,995	Development of Medical Clinic and Supplies
<b>2015</b>	Gill Children's Services	\$1,855	Medical and Dental Services/Surgeries
<b>2015</b>	MANNA Worldwide	\$5,000	Development of Water Well in Honduras
<b>2015</b>	Northside Inter-Community Agency	\$9,950	Circle of Winners Summer Program
<b>2015</b>	Real School Gardens	\$14,200	W.J. Turner Elementary Garden & Teacher raining
<b>2015</b>	The Net	\$8,000	Drop-in Center for Support and Counseling
<b>2014</b>	The Net	\$16,592	Development of the Purchased Program
<b>2014</b>	Project Bliss	\$6,200	Furnishings for new client housing
<b>2014</b>	Feed By Grace	\$9,313	Infrastructure Project
<b>2014</b>	Battered Women's Foundation	\$12,895	Creation of Exterior Storage
<b>2014</b>	Mission Arlington	\$15,000	New Bus
<b>2013</b>	Agua Para Todos	\$6,200	Motorcycles for transportation of well workers
<b>2013</b>	Communities in Schools	\$31,000	In-school tutoring and mentoring program for school in crisis
<b>2013</b>	Feed By Grace	\$18,294	Gardening Program and Shelter
<b>2013</b>	Fortress Youth Development Center	\$25,000	Transportation and setup for new building
<b>2013</b>	Journey Learning Center	\$10,000	Ipads and Learning devices for affordable
<b>2013</b>	SafeHaven of Tarrant County	\$8,876	Mattresses & Washer/Dryer for shelter
<b>2012</b>	Fort Worth Hope Center	\$30,000	Full funding of dental clinic
<b>2012</b>	Child Vision Center	\$25,000	Majority funding of advanced eye examination equipment
<b>2012</b>	Feed By Grace	\$17,000	Fences and earthworms for

			gardens
<b>2012</b>	The Charis Project	\$15,000	Creation of orphanage community and farms in rural Thailand
<b>2012</b>	Against Malaria	\$9,000	15,000 nets in Africa
<b>2012</b>	Northside Inter-Community Agency	\$6,000	Literacy program for developing readers
<b>2011</b>	Hope Farm	\$15,000	One-year of private education for 8 boys
<b>2011</b>	The Warm Place	\$3,750	Training for 25 additional counselors
<b>2011</b>	Fortress Youth Development Center	\$1,250	Literacy software for developing readers

## ■ Course Organization and Content

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

*Class Participation:* Your success in this course depends heavily on participation. Participation comes in many forms. You are expected to participate as a speaker willing to share ideas and make arguments or evaluations. You are expected to participate as a listener willing to pay attention in class and follow the discussion. You are expected to participate as a dedicated writer willing to discuss nonprofits and ideas online. I expect a lot from you as a class participant. To help you succeed in this area, I have a system that depends on weekly self-reflection, my evaluation, and regular feedback. After every Tuesday class, you will fill out a self-evaluation through Qualtrics. I will read these evaluations to see if my observations line up with your self-evaluation. If these do not line up, I will schedule a meeting with you. Evaluating group members through Qualtrics is also key to your participation. Meetings for people who I deem as needing one will take place quarterly during weeks 3, 7, 11, and 14.

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

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

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

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

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

## ■ TCU Online (Brightspace by D2L)

- If you have not yet taken the TCU Online Student Tutorial, please do so immediately. To access it, click on the "TCU Online Student Tutorial" on your home page. Follow the instructions. Good luck!
- If you experience any technical problems while using TCU Online, please do not hesitate to contact the HELP DESK (at D2L). They can be reached by email, phone, or chat 24 hours a day, 7 days a week, 365 days a year.  
 email: helpdesk@d2l.com  
 phone: 1-877-325-7778  
 chat: **Chat** is available within TCU Online. *Look for the Chat widget on My Home.*

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

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

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

## ■ Evaluation

In this class I will meet with you regularly to evaluate your progress. In order to receive a passing grade for this course, you must satisfactorily complete all major assignments on time with a cumulative passing average. One unexcused absence will warrant lowering your final grade one letter; 2 absences will result in your failing the course. Final grades will be calculated using the grade book provided through TCU Online: Grades will be calculated using the following scale:

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

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

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

– Winston S. Churchill

WEEK	CLASS	MATERIAL COVERED / CLASS WORK	WORK: PROCESS AND DUE DATES	REQUIRED READING AND PREPARATION
WEEK 1	Monday, 23 Jan	<p>Introduction to Course and Syllabus</p> <p>Begin Evaluating Nonprofits and Developing SROI</p> <p>Researching Nonprofits for White Papers</p>	<p><b>Due in class:</b></p> <ol style="list-style-type: none"> <li>1. Pre-course survey</li> </ol> <p><b>Begin Process:</b></p> <ol style="list-style-type: none"> <li>1. Research nonprofits looking to identify 5 that you are interested in supporting to the class</li> </ol>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. "Something Ventured" from <i>Giving 2.0</i>, Arrillaga-Andreessen</li> <li>2. A Primer on Nonprofit Organizations</li> </ol> <p><b>Watch:</b></p> <ol style="list-style-type: none"> <li>1. Mark Bezos, TED Talk, "A Life Lesson from a Volunteer Firefighter"</li> </ol>
WEEK 1	Friday, 27 Jan		<p><b>Due by 5 PM in online box:</b></p> <ol style="list-style-type: none"> <li>1. One-page personal statement on Philanthropic interests and thoughts</li> <li>2. Send RP your Strengthquests and Value Test Results</li> </ol>	
WEEK 2	Monday, 30 Jan	<p>Discuss the New Philanthropy</p> <p>Continue building class SROI</p>	<ol style="list-style-type: none"> <li>1. Research nonprofits looking to identify 4 that you are interested in supporting to the class</li> <li>2. As you choose a nonprofit, please "claim" it by adding it to the list on our class site.</li> </ol>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. "Giving Yourself" from <i>Giving 2.0</i>, Arrillaga-Andreessen</li> <li>2. "The Joy of Giving," "The New Philanthropy," "Donors Come in All Types" "The Soul of the New Philanthropist" ... all from <i>The Art of Giving</i>, Bronfman</li> </ol>

				<p>[Carnegie]</p> <p><b>Watch:</b></p> <ol style="list-style-type: none"> <li>1. Katherine Fulton, TED Talk, "You are the Future of Philanthropy"</li> <li>2. Peter Singer, TED Talk, "The Why and How of Effective Altruism"</li> </ol>
<p><b>WEEK 3</b></p>	<p>Monday, 6 Feb</p>	<p>Discuss Venture Philanthropy and Effective Altruism</p> <p>The cases of Steve Jobs, Warren Buffett, and Bill Gates</p> <p>The Giving Pledge</p> <p>What would a giving pledge look like for members of this course?</p> <p>Continue developing an SROI</p> <p>Writing a White Paper</p>	<ol style="list-style-type: none"> <li>1. Upload to TCU Online White Papers on 4 organizations by the beginning of class (one nonprofit may be international)</li> <li>2. One-page reflection: Explain why you choose those five organizations?</li> </ol>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. "Introduction" "What are my Values and Beliefs" ... from <i>Give Smart</i>, Tierney &amp; Fleishman</li> <li>2. "Promise of Strategic Philanthropy" "Analyzing Problems and Developing Solutions" ... from <i>Money Well Spent</i>, Brest &amp; Harvey</li> <li>3. "Steve Jobs Found Much to Dislike about Philanthropy," Preston</li> <li>4. What Should a Billionaire Give — And What Should You? (Singer)</li> </ol> <p><b>Watch:</b></p> <ol style="list-style-type: none"> <li>1. "The Giving Pledge" (In class)</li> <li>2. Eli Broad on <i>60 Minutes</i> (In class)</li> <li>3. Bill Gates, Harvard</li> </ol>

				Commencement Speech 4. Michael Norton, TED Talk, "How to Buy Happiness"
<b>WEEK 4</b>	Monday, 13 Feb	<p>Debate and Narrow from 80 to 35 nonprofits that best meet our developing SROI</p> <p>Determine the 35 nonprofits for further consideration</p> <p>Short introduction to Form 990</p> <p>By end of week: Make assignments for Top 35 Briefing Documents</p>	<ol style="list-style-type: none"> <li>1. Evaluate White papers through online threaded discussion</li> <li>2. Come to class with a detailed list of nonprofits you want to support, nonprofits you feel should be cut, and nonprofits about which you feel ambiguous. Provide short bullet reasons for your decisions.</li> <li>3. Upload that document (in #2) to the drop box.</li> </ol>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. "Solving Problems Through Program Strategies" ... from <i>Money Well Spent</i>, Brest &amp; Harvey</li> </ol>
<b>WEEK 5</b>	Monday, 20 Feb	<p>What does due diligence mean and look like?</p> <p>What goes into your briefing document for a Top 35 nonprofit?</p>	<p><b>Process:</b></p> <ol style="list-style-type: none"> <li>1. Work in pairs to visit nonprofits and produce short briefing documents</li> <li>2. Online participation and responses to Giving Pledge thread</li> </ol> <p><b>Due by beginning of class:</b></p> <ol style="list-style-type: none"> <li>1. One-page reflection on the cut from 90+ to 35: What was the process like? What moments were difficult or particularly painful? Why? Any moments that were satisfying? Why?</li> </ol>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. "Grantmaking and Due Diligence" ...from <i>Money Well Spent</i>, Brest and Harvey</li> <li>2. A Failure of Philanthropy, Reich</li> <li>3. Case Study, <i>Don Williams' Effort to Empower South Dallas' Helping a Neighborhood Help Itself</i></li> </ol>

<b>WEEK 6</b>	Monday, 27 Feb	Work in pairs to visit nonprofits and produce briefing documents	<p><b>Due by beginning of class:</b></p> <ol style="list-style-type: none"> <li>1. Final online participation and responses to Giving Pledge thread</li> </ol> <p><b>Due by Friday at 8</b></p> <ol style="list-style-type: none"> <li>2. Briefing documents on the Top 35 finalists</li> </ol>	<p><b>Read:</b></p> <p>A Quick Guide to Conducting a NonProfit Site Visit</p> <p><b>Watch:</b></p> <ol style="list-style-type: none"> <li>1. Christine Sherry, "Strategic Philanthropy for Beginners"</li> </ol>
<b>WEEK 7</b>	Monday, 6 March	Debate and Narrow from 35 to 15 finalists	<p><b>Process:</b></p> <ol style="list-style-type: none"> <li>1. Read briefing documents of Top 35.</li> <li>2. Online evaluation of nonprofits. We will also run polls, and participation is required</li> </ol>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Palotta, "Why Can't We Sell Charity Life We Sell Perfume"</li> <li>2. Singer, "Good Charity, Bad Charity"</li> </ol> <p><b>Watch:</b></p> <ol style="list-style-type: none"> <li>1. Dan Palotta, TED Talk, "The Way We Think About Charity is Dead Wrong"</li> </ol>
<b>WEEK 8</b>	Monday, 13 March—	<b>SPRING BREAK</b>		
<b>WEEK 9</b>	Monday, 20 March	<p>Debate and Narrow from 35 to 15 finalists</p> <p>By end of week: Make assignments for Finalist Group Briefing Documents and Presentations</p>	<p><b>Process:</b></p> <ol style="list-style-type: none"> <li>1. Read briefing documents of Top 35.</li> <li>2. Online evaluation of nonprofits. We will also run polls, and participation is required</li> </ol>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. "What makes Nonprofits Special," Johns Hopkins U</li> <li>2. "In the Trenches: Getting Big Results from a Small Nonprofit" ... from <i>Giving 2.0</i>, Arrillaga-Andreessen</li> </ol>

			<p><b>Due by beginning of class:</b></p> <ol style="list-style-type: none"> <li>1. Online evaluation of group members using the assigned Qualtrics link.</li> </ol> <p><b>Due by Tuesday at 5:</b></p> <ol style="list-style-type: none"> <li>1. Online preference form for final organizations.</li> </ol> <p><b>Due by Friday at 5PM:</b></p> <ol style="list-style-type: none"> <li>1. One-page response: Reflections on the cut to 15</li> </ol>	
<b>WEEK 10</b>	Monday, 27 March	<p>Discuss Due Diligence tailored to class needs</p> <p>Class expectations for reports &amp; presentations: What information do you need to provide and how should you provide it?</p> <p>Work in Groups to Perform Site Visits, interview CEOs, study assigned nonprofit, and produce reports</p>	<p><b>Process:</b></p> <ol style="list-style-type: none"> <li>1. Work in Groups to Perform Site Visits and Produce Reports</li> <li>2. One-page response: Thoughts on signing the class giving pledge</li> </ol>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. "A Monday Morning Checklist" ... <i>Give \$mart.</i> Tierney &amp; Fleishman</li> <li>2. Due Diligence Done Well (GEO)</li> </ol>
<b>WEEK 11</b>	Monday, 3 April	<p>Group Consultations with RP (Out of class)</p> <p>Work in Groups to Perform Site Visits, interview CEOs, study assigned nonprofit, and produce reports</p>	<p><b>Process:</b></p> <ol style="list-style-type: none"> <li>1. Work in Groups to Perform Site Visits and Produce Reports</li> <li>2. Read the contract agreement the class has with Once Upon a Time Foundation ...</li> </ol> <p><b>Due by beginning of class:</b></p> <ol style="list-style-type: none"> <li>1. Online evaluation of group</li> </ol>	

			<p>members using the assigned Qualtrics link.</p> <ol style="list-style-type: none"> <li>2. One page reflection: Comparison of Giving Priorities and Philosophies</li> <li>3. Decision time: To sign the pledge or to not sign the pledge ... that is the question ... OR ... you could make a pledge of your own. Either: <ul style="list-style-type: none"> <li>• Sign the online class pledge through Qualtrics</li> <li>• Decide to not sign the online pledge through Qualtrics</li> <li>• Or decide not to sign and compose a pledge of your own.</li> </ul> </li> </ol> <p><b>Due on Sunday, 9 April:</b></p> <ol style="list-style-type: none"> <li>1. Briefing Document due online: Sunday, 8:00 PM</li> </ol>	
<b>WEEK 12</b>	Monday, 10 April	Group Presentations of Briefing Documents Business Casual & Classy	<b>Process:</b> Online evaluation of nonprofits [threaded discussion].	<b>Read:</b> 1. The briefing documents of nonprofits being presented  <b>Write</b> 1. Responses to and questions about briefing documents / presentations (online)

				2. Online discussion
<b>WEEK 13</b>	Monday, 17 April	Group Presentations of Briefing Documents  Business Casual & Classy	<b>Process:</b> 1. Online evaluation of nonprofits (threaded discussion).  Final online evaluation of group members using the assigned Qualtrics link	<b>Read:</b> 1. The briefing documents of nonprofits being presented  <b>Write</b> 1. Responses to and questions about briefing documents / presentations (online) 2. Online discussion
<b>WEEK 14</b>	Monday, 24 April	Final Debates and Decisions in Debate Chamber  Professional Dress	We will run online polls, and participation is required	<b>Read:</b> The Mistakes We Make When Giving To Charity  <b>Write:</b> Online discussion
<b>WEEK 15</b>	Monday, 1 May	Final Debates & Decisions in Debate Chamber  Professional Dress  We will not leave the class until final decisions—nonprofits and amounts—are finalized.	We will run polls, and participation is required  <b>Due by beginning of class:</b> 1. One-page reflection: Response to first week of debates and planning for final night	<b>Write:</b> Online discussion
<b>GIVING Ceremony</b>	Friday, 5 May 3:00 PM – Debate Chamber			

