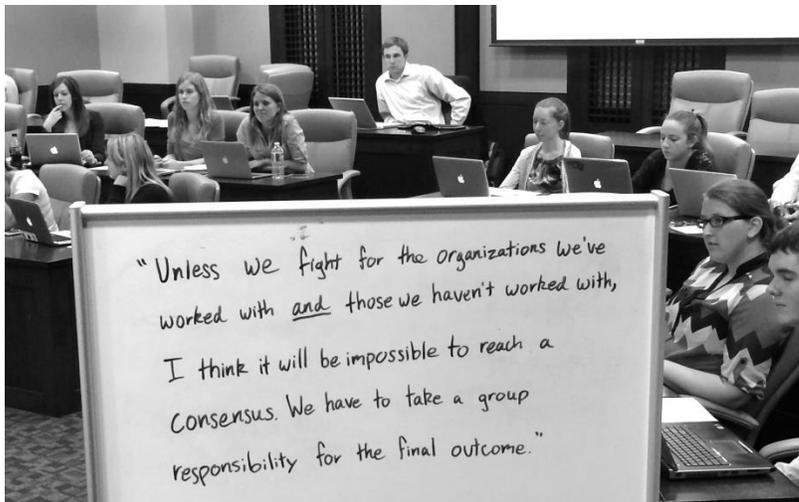




## HCOL 40023: Nature of Values: Giving and Philanthropy

2018 Spring Semester

Section 665 / T 3:30-5:20 / Rees-Jones Hall 333



### ■ Course Information

Professor: Dr. Ron Pitcock, Assistant Dean / J. Vaughn & Evelyne H. Wilson  
Honors Fellow  
Office: 1016A Scharbauer Hall  
Phones: 257-7125 (Honors) / 257-6252 (Direct) / 817.917.0422 (Cell)  
Office Hours: Monday 12:00-1:00, Thursday 11:00-12:00 and by  
appointment

Email: [r.pitcock@tcu.edu](mailto:r.pitcock@tcu.edu) (Use Nature of Giving 2018 in subject line)

Response policy: I always try to respond within 24 hours to an email or question. On weekends, do not expect a reply until Monday; on holidays, I do not look at email and will respond on the next workday.

TA: Bailey Snyder ([bailey.d.snyder@tcu.edu](mailto:bailey.d.snyder@tcu.edu))

Philanthropy Lab Web site: <https://www.thephilanthropylab.org/>

Facebook: <https://www.facebook.com/ThePhilanthropyLab>

Twitter: <https://twitter.com/ThePhilLab>

## ■ Honors College Student Pledge

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

## ■ Syllabus Note

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

## ■ Mission Statements

### *TCU Mission Statement:*

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

### *John V. Roach Honors College Mission Statement:*

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

- 1. Promote self-discovery, critical thinking and conscientious understanding of world cultures through rigorous academic endeavors*

*and creative inquiry in the context of big questions, great ideas, and relevant issues that transcend the curriculum.*

- 2. Offer unique residential, curricular, and co-curricular opportunities, fostering a community of scholars for whom vigorous engagement with local, national, and global communities becomes a way of life.*

## ■ **Honors Colloquia**

*Honors Colloquia are broadly conceived, generally going beyond conventional disciplinary boundaries and focusing on topics of major and enduring significance. Courses include *On Human Nature*, *The Nature of Society*, and *The Nature of Values*; they deal with the central concerns of a liberal education and consider ways students can build on their learning to serve as civic catalysts.*

*Colloquia are intellectually rigorous in that they stimulate intellectual curiosity and discussion and engage students with interdisciplinary thinking about learning. Professors expect Colloquia participants to read intensively, analyze thoughtfully, speak intelligently, and write well. Typically, readings are texts rather than textbooks and may include film and other media in addition to print; they convey to students the experience of inquiry and discovery rather than simply presenting results.*

## ■ **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 \$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. 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, Mr. Ed Schollmaier, and Mr. Eric Brenk 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 5 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 during this time and throughout the rest of the semester.

For weeks 7 & 8, students will produce and read persuasive written descriptions (briefing documents) about nonprofit organizations and vote for 15 finalist organizations. For weeks 10-12, students will divide into teams and complete background research (including on-site visits) on the finalist organizations, and then prepare a formal publication and group presentation for the benefit of other students in the class.

In weeks 13-14, the teams will present their persuasive arguments for donating either all or a part of the \$75,000+ gift to their assigned organization in a presentation. Finally, during weeks 15 and 16, the class will debate the merits of each organization and reach a consensus on which 5 (or fewer) organizations will receive funds.

*On Friday, 4 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.*

## ■ *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 \$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.

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

--Aristotle

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

**Computers, Air Media, & Markers:** Students are welcome to use computers in class as long as the work pertains to class. Texting, emailing, and other forms of communication are not allowed. Because we will often work in groups and are in a tech classroom, students bringing computers to class must have Creston AirMedia downloaded and ready to go on their computers. To download AirMedia, please visit [www.tcu.edu/airmedia](http://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: 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 TCU Online. 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 TCU Online is also key to your participation. Meetings for people who I deem as needing one will take place quarterly during weeks 4, 8, 12 and 15.

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.

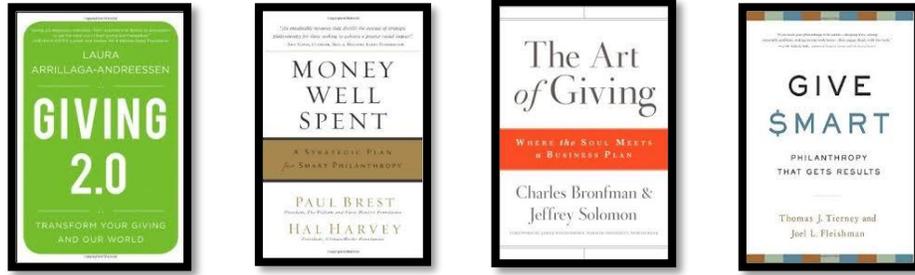
## ■ Evaluation

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.....	20%
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 ..	25%
Final Reflection Paper and Letter to Donors.....	10%

## ■ Selected Readings (All assigned material will be made available on TCU Online)



## 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)
- “Due Diligence Done Well: A Guide for Guidemakers.”
- Frumkin, Peter. *The Art and Science of Philanthropy*. Chicago: U of Chicago P,
- Pallotta, Dan. “Why Can’t We Sell Charity Like We Sell Perfume?” *The Wall Street Journal*. 14 September 2012. (online)
- Preston, Caroline. “Steve Jobs Found Much to Dislike About Philanthropy.” *The Chronicle of Philanthropy* 26 October 2011. (online)

Salamon, Lester M. *The State of Nonprofit America*. 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)

## Videos

Bezos, Mark. "A Life Lesson from a Volunteer Firefighter." TED Talk. (online)

"Eli Broad." *60 minutes*, 2011. (online)

Dichter, Sasha. "The Generosity Experiment." TED Talk. (online)

Fulton, Katherine. "You are the Future of Philanthropy." TED Talk. (online)

Gates, Bill. *Harvard University Commencement Speech*, 2007. (online)

"The Giving Pledge." ABCnews. (online)

Palotta, Dan. "The Way We Think About Charity is Dead Wrong." TED Talk. (online)

Singer, Peter. "The Why and How of Effective Altruism." TED Talk. (online)

## ■ Resources

### General Sites:

Idealist.org (clearinghouse for nonprofit ideas and news)

NonprofitHub.com (large list of links organized by category)

Urban Institute (general social and economic policy research institute, with section devoted to nonprofits and philanthropy)

Guidestar (basic data covering nonprofits, including tax form 990 images; free but registration required)

Harvest Today (nonprofit and philanthropy news service)

Givewell.org (Research on Charities)

National Center for Charitable Statistics  
(<http://nccsdataweb.urban.org/>)

### On Philanthropy:

*The Chronicle of Philanthropy* (national weekly devoted to covering philanthropy)

*The Non-Profit Times* (monthly news magazine)

Center on Philanthropy at Indiana University

([www.philanthropy.iupui.edu](http://www.philanthropy.iupui.edu))

EPhilanthropyFoundation.org

Philanthropy News Digest (<http://fdncenter.org/pnd>)

American Association of Fundraising Counsel (<http://www.aafrc.org> :

Organization dedicated to ensuring ethical behavior amongst philanthropies)

The Philanthropic Initiative ([www.tpi.org](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

**\$615,000 / 46 gifts**

Year	Nonprofit	Amount	Purpose
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	\$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

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

	Center		developing readers
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## ■ 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](mailto:helpdesk@d2l.com)

phone: 1-877-325-7778

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

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

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

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

## ■ Academic Misconduct

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

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

## ■ **Disability Statement**

*Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.*

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

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

## ■ **Statement on TCU's Discrimination Policy:**

*TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can*

undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need. [Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint:https://titleix.tcu.edu/title-ix/.](https://titleix.tcu.edu/title-ix/)

## ■ Title IX at TCU

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

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

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

## ■ Inclement Weather Policy

In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact me as soon as possible. Similarly,

if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible through email (ideally 3 hours before class starts) to prevent you from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, I will make allowances relative to required attendance policies. However, a cancelled class does not mean that assigned work is not due; rather, we will always remain on schedule with our reading and due dates.

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

– Winston S. Churchill

WEEK	CLASS	IN CLASS WORK	FOUNDATION PROCESS & ENGAGEMENT	REQUIRED READING, PREPARATION, ASSIGNMENTS, AND DUE DATES
WEEK 1	Tuesda y, 16 Jan	<p>Introduction to experience and Syllabus</p> <p>Not a course</p> <p>Poem: "OKAY" (Read in class)</p> <p>How to begin Evaluating Nonprofits and developing SROI</p> <p>How to research and write-up nonprofits for white papers</p>	<p>1. Begin to identify nonprofits. Each student is responsible for identifying and writing up 5 nonprofits they want to nominate</p>	<p>Due: Saturday morning, 20 Jan: Personal Philanthropic statement</p>
		<p>Discuss The Philanthropy</p>	<p>1. Continue to identify</p>	<p>Read: 1. Bruce Sievers,</p>

WEEK 2	Tuesda y, 23 Jan	<p>Lab Grant letter, contract, and appendices for Spring 2018 and Sign/Seal/Deliver</p> <p>Changemakers Challenge: Planning</p> <p>Peter Singer: Effective Altruism</p> <p>The \$10 experiment</p>	nonprofits and write white papers	<p>“The Concept of Civil Society”</p> <ol style="list-style-type: none"> <li>2. Bruce Sievers, “Civil Society in America”</li> <li>3. Gulati-Partee, “A Primer on Nonprofit Organizations”</li> <li>4. Gunderman essay</li> </ol> <p>Watch:</p> <ol style="list-style-type: none"> <li>1. Mark Bezos, TED Talk, “A Life Lesson from a Volunteer Firefighter”</li> <li>2. “Charity vs. Philanthropy”</li> </ol> <p>Due:</p> <p>1-page response: How you spent your \$10 dollars and why?</p> <p>Online dropbox</p>
		The Cases of Steve Jobs,	1. Continue to identify	

WEEK 3	Tuesday, 30 Jan	<p>Warren Buffet, and Bill Gates</p> <p>Watch in class videos on The Giving Pledge and Eli Broad</p> <p>What would your giving pledge look like? What about a course giving pledge?</p>	<p>nonprofits and write white papers</p>	<p>Read:</p> <ol style="list-style-type: none"> <li>1. Tierney &amp; Fleishman, "Introduction," <i>Give Smart</i></li> <li>2. Tierney &amp; Fleishman, "What Are My Values and Beliefs," <i>Give Smart</i></li> <li>3. Preston, "Steve Jobs Found Much to Dislike about Philanthropy"</li> <li>4. Singer, "What Should a Billionaire Give— And What Should You?"</li> <li>5. Smith, "The Difference Between Charity and Philanthropy"</li> </ol>
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				<p>Watch:</p> <ol style="list-style-type: none"> <li>1. Bill Gates, Harvard Commencement</li> <li>2. Norton, TED Talk, How to Buy Happiness</li> </ol>
<p>WEEK 4</p>	<p>Tuesday, 6 Feb</p>	<p>Work on course giving goal and SROI</p> <p>Giving: Locations at TCU ... You are connected to this topic</p> <p>The Veil of Ignorance</p>	<ol style="list-style-type: none"> <li>1. Turn in white papers and start reading them and ranking them personally by what interests you and what does not</li> </ol>	<p>Read:</p> <ol style="list-style-type: none"> <li>1. Bronfman &amp; Solomon essays</li> <li>2. John Rawls, "The Veil of Ignorance"</li> </ol> <p>Watch:</p> <ol style="list-style-type: none"> <li>3. Videos on The Veil of Justice</li> </ol> <p>Due:</p> <ol style="list-style-type: none"> <li>4. Tuesday, 6 Feb (9:00 PM): White Paper Nominations Due</li> </ol>

	<p>Tuesday, 13 Feb</p>	<p>Debate, Discuss, Decide Narrow 100 nonprofits to 35</p>	<p>1. Determine interest level in top 35 and start developing stronger briefing documents for your assigned nonprofit.</p>	<p>Read: 1. All White Papers</p> <p>Due: 1. Ranking of your top 35 nonprofits 2. Wednesday, 14 Feb. (10 am): Respond to Preference Qualtrics</p>
<p><b>WEEK 5:</b> PHILANTHROPY FRIDAY</p>		<p>Friday, Noon – 1 Philanthropy Friday Speaker: Mr. Ed Schollmaier</p>	<p>Due: Response to Tuesday's decision process and cut</p>	
<p><b>WEEK 6</b></p>	<p>Tuesday, 20 Feb</p>	<p>Increased Due Diligence  Thinking strategically and analyzing nonprofits  How should we evaluate nonprofits</p>	<p>1. Continue working on briefing document.</p>	<p>Read: 1. Morozov, "Rockefeller gave away money for no return. Can we say the same of today's tech barons?"</p>

				<p>2. Brest &amp; Harvey, essays from <i>Money Well Spent</i></p> <p>3. Don Williams Case Study</p> <p>Watch:</p> <ol style="list-style-type: none"> <li>1. Pallotta, "The Way We Think About Charity is Dead Wrong"</li> <li>2. Fulton, "You Are the Future of Philanthropy"</li> </ol>
WEEK 7	Tuesday, 27 February	Class Speaker: Mr. David Dena Fort Worth Zoo	<ol style="list-style-type: none"> <li>1. Finish briefing document and turn in. Toward end of week and weekend, read the briefing documents.</li> </ol>	<p>Read:</p> <ol style="list-style-type: none"> <li>1. Dena 990 Examples and notes</li> </ol> <p>Watch:</p> <ol style="list-style-type: none"> <li>1. Bill and Melinda Gates, "Why giving away our wealth has been the most</li> </ol>

				<p>satisfying thing we've done'</p> <p>Due:</p> <ol style="list-style-type: none"> <li>1. Thursday, 29 Feb. (5 PM): Briefing Reports Due</li> </ol>
Week 8	Tuesday 6 March	Debate, Discuss, Decide Narrow 35 nonprofits to 15	<ol style="list-style-type: none"> <li>1. Determine interest level in top 15 and start analysis to build briefing books on assigned nonprofits.</li> </ol>	<p>Read:</p> <ol style="list-style-type: none"> <li>1. The 35 Briefing documents</li> </ol> <p>Due: Friday, 9 March 5 PM</p> <p>Reaction paper to decision process</p>
WEEK 9	Tuesday, 13 March	SPRING BREAK	<ol style="list-style-type: none"> <li>1. Continue researching and developing briefing books and presentations</li> </ol>	
WEEK 10	Tuesday, 20 March	Class Speaker: Jeff and Kelly Dillard	<ol style="list-style-type: none"> <li>1. Continue researching and developing briefing books and presentations</li> </ol>	<p>Read:</p> <ol style="list-style-type: none"> <li>1. Brest &amp; Harvey, essays from <i>Money Well Spent</i></li> <li>2. Ditkoff &amp; Grindle,</li> </ol>

				<p>“Audacious Philanthropy”</p> <p>3. Quick Guide to Conducting a Site Visit</p> <p>4. Due Diligence Done Well, GEO</p>
<p>WEEK 10: PHILANTHROPY FRIDAY</p>	<p>Friday, 23 March Noon – 1</p>	<p>Alumni Evaluation of Past Gifts</p>		<p>1. Response to Giving Goal. Sign course / sign individual / or choose not to sign through a letter of explanation [online]. Due by Friday, March 23 5:00 PM</p>
<p>WEEK 11</p>	<p>Tuesday, 27 March</p>		<p>1. Continue researching and developing briefing books and presentations</p>	<p>Read:</p> <p>1. Don Williams Case Study</p> <p>2. Reich, “A Failure of Philanthropy”</p> <p>3. “What makes</p>

				<p>Nonprofits Special", Johns Hopkins U</p> <p>4. Arrillaga-Adressen, "In the Trenches: Getting Big Results from a Small Nonprofit"</p> <p>Due: Evaluation of Group Members</p>
<p>WEEK 12</p>	<p>Tuesday, 3 April</p>	<p>Class Speaker: Mr. Geoffrey Raynor Once Upon a Time ... Foundation and Q Investments</p> <p>Philanthropy Lab Ambassadors Conference: Information and stories</p>	<p>1. Finish researching and developing briefing books and presentations</p>	<p>Watch:</p> <p>1. Nuland, "The Extraordinary Power of Ordinary People"</p> <p>Read:</p> <p>1. "A Monday Morning Checklist," Tierney and Fleishman</p> <p>Due: Friday, 6 April:</p>

				Comparison of Dillard's, Schollmaier, and Raynor as Philanthropists
<b>WEEK 12:</b> PHILANTHROPY FRIDAY	Friday, 6 April Noon – 1	Philanthropy Friday Speaker: Mr. John Robinson Amon Carter Foundation		1. Final Briefing Books and Presentations due for first 8
<b>WEEK 13</b>	Tuesday, 10 April	Group Presentations of Briefing Books for first 8  Business Casual & Classy	1. Read briefing books and provide questions for clarification	Read: 1. "The Mistakes We Make When Giving to Charity" 2. Penley, "Giving Poorly Can Be Worse Than Not Giving At All"
<b>WEEK 13:</b> PHILANTHROPY FRIDAY	Friday, 13 April Noon – 1	Alumni Evaluation of Past Gifts		1. Final Briefing Books and Presentations due for final 7

<p><b>WEEK 14</b></p>	<p>Tuesday, 17 April</p>	<p>Group Presentations of Briefing Books for final 7 Business Casual &amp; Classy</p>	<ol style="list-style-type: none"> <li>1. Read briefing books and provide questions for clarification</li> </ol>	<ol style="list-style-type: none"> <li>2. Philanthropy Lab Ambassadors Conference Letters of Nomination / Interest Due: Friday, April 20, 5 PM</li> <li>3. Evaluation Leader Letters of Interest Due: Friday, April 20, 5 PM</li> <li>4. Due: Evaluation of Group Members</li> </ol>
<p><b>WEEK 15</b></p>	<p>Tuesday, 24 April</p>	<p>Final Debates &amp; Decisions in Debate Chamber</p> <p>Determine a framework for measuring if a grant met your objectives or not and decide what information should be requested from grantees at the one and two-year marks</p>	<ol style="list-style-type: none"> <li>1. Develop framework for decision making and evaluation</li> <li>2. Begin making decisions</li> </ol>	<p>Don't be an enemy of the good</p>

		Professional Dress		
WEEK 16	Tuesday, 1 May	Final Debates & Decisions in Debate Chamber  Professional Dress  Don't be an enemy of the good	<ol style="list-style-type: none"> <li>1. We will not leave the class until final decisions—nonprofits and amounts—are finalized.</li> <li>2. After decisions are made, nonprofits chosen and not chosen are to be contacted professionally</li> </ol>	
GIVING Ceremony	Friday, 4 May 3:00 PM – Debate	Professional Dress for Official Ceremony, Celebration, and Reception  Participation required—		<ol style="list-style-type: none"> <li>1. We will do evaluation for the course after the giving ceremony</li> <li>2. Due: Final Reflection</li> </ol>

Chamber this is regarded as your  
er final for the course

3. Due: Letter to  
Donors