
GVPT 356 – Fall 2015
Capstone II: International Development and Conflict Management

Tuesdays, 2:00-4:45 p.m. – 1118 Tydings Hall

<p style="text-align: center;">Dr. Stacy J. Kosko Office: 2117K Chincoteague Hall Email: sjkosko@umd.edu Office phone: 301-314-7707</p> <p>**I respond to student emails at varying times between the hours of 9:00-5:00 and you can reasonably expect a response within 48 hours but not less. I will not see or respond to student emails outside of these hours. Please plan your questions accordingly.</p>	<p style="text-align: center;">Teaching Assistants:</p> <p style="text-align: center;">Matthew Regan Maryland School of Public Policy Int'l Development Ph.D. Program Email: mrgregan@umd.edu</p> <p style="text-align: center;">Brandon Juhaish Maryland School of Public Policy Int'l Development MPP Program Email: bjuhaish@umd.edu</p>
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Dr. Kosko's Office Hours: Tuesdays and Wednesdays 12:00-1:30 pm

Course Description

This “capstone” course is designed to introduce undergraduate students to the practical realities of the international development “industry.” This course will help prepare MIDCM students for the rigorous research, analysis, entrepreneurship, and innovation required in international development and conflict management professions. Learning of practical, applicable, translatable knowledge and skills will be accomplished through an intensive problem-based and design-oriented experience. Spending the bulk of classroom hours “workshopping” in their project teams, students will conceive, develop, and articulate novel, viable solutions to key contemporary problems in international development and conflict management. The key deliverable of each project team will be a professional brief that the students will present in a final symposium before an audience of development and conflict management policy makers and practitioners. One or more discussants with relevant expertise will provide formal comments about the project presentations. By the end of the course, the students will have developed both hard skills and issue expertise.

This is a **flipped course**, meaning that most content is delivered via readings, videos, online lectures, and other out-of-class assignments. Class time will function as a research and ideation “lab” where students spend most classroom time in lively discussion or in project teams or other small groups, practicing the hands-on skills. Activities will include structured “ideation fish-bowls” and unstructured brainstorming.

*GVPT356 is required as the capstone course for the Minor in International Development and Conflict Management (MIDCM). It is open only to MIDCM students.

This syllabus is intentionally fluid and open to change in response to class needs and interests as well as availability of speakers whose expertise and experiences would provide valuable insights on our themes. Please bear with me as things change.

Course Materials

Because of the intensity of the group work and the emphasis on skill-building, readings are fairly minimal. Electronic copies or links to all course readings will be posted on Canvass. (If you plan to buy any optional books, you might consider ordering from Better World Books, which offers free shipping and all proceeds go to global literacy programs.)

Learning Objectives

At this end of this course, students will be able to:

1. Demonstrate a working understanding of the key players and processes in the “international development industry.”
2. Research, analyze and identify innovative solutions for key development challenges.
3. Link the concept of social entrepreneurship to the international development enterprise.
4. Demonstrate an ability to reach innovative/unconventional solutions by iteratively proposing ideas/strategies, receiving feedback, incorporating feedback and learning from failed approaches.
5. Demonstrate an ability to collaborate with others on developing an innovative analysis, project or solution, by incorporating different viewpoints and experiences.
6. Demonstrate the ability to present the proposed solution to outside stakeholders (those not directly affiliated with the class).
7. Demonstrate an ability to develop solutions that incorporate feedback from clients/beneficiaries and pivot based upon their needs.

Assignments – details of each are on ELMS/Canvas

Research Brief (20%) – This is a 3-page distillation of your research into your development issue. This is an individual assignment, though all group members will use the group topic.

Problem Statement (5%) – This is a one-sentence statement of the problem that your team has selected to address. Formulating this in a clear, concise, and informative way is harder than you think! This is for an individual grade.

Statement of Need and Stakeholder Analysis (10%) – Applying these skills to your identified problem, you will work in your project team to begin laying the groundwork for what will ultimately become a fully-fleshed out project. Given your very limited access to individuals in the field, parts of this assignment will be research-based or hypothetical. This deliverable, representing the early stages of the project cycle, will be for a shared grade.

Problem Analysis (5%) – This in-depth analysis of the problem your team is addressing will be completed as a team in order to arrive at the most comprehensive, salient and clear analysis of the problem. This deliverable will be for a shared grade.

Project Hypothesis (5%) – This group assignment will be an “if-then” statement that attempts to capture the logic of your project, linking the intervention to the goals. (“If we do X, then Y will happen, and our goal of Z will be achieved.”)

Results Framework (15%) – As a team, you will complete a 1-page results framework that lays out the vision and logical structure for your project idea. This is the first time your project idea will come together in one place. This assignment is for a shared grade.

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Project Concept Note / Policy Brief (15%) – Your project team will build on its preparatory work (above) and complete a professional 2-3 page “brief” presenting the problem you are addressing and your proposal for addressing it. All team members will share the grade.

Project Pitch (15%) – Each team will “pitch” their project to the funder (me). Presentations will be held the last day of class and the final exam day (TBA). Attendance is mandatory for both days, regardless of when your team is presenting so make summer travel plans accordingly.

Participation (10%) – Includes attendance, regular and meaningful contribution to class discussion, and scores on Small Group Exercise Evaluations and on end-of-semester Self- and Peer-Evaluations (see “Class Participation” section above and participation rubric uploaded separately to Canvas).

Current Events: Effective leaders and policy makers must be knowledgeable about current events, issues, and important actors in our communities and around the world. To help you keep up, I encourage you to sign up for and read the regular (super short!) UN Wire briefs. **UN Wire** is a free service sponsored by the [United Nations Foundation](http://www.smartbrief.com/un_wire/index.jsp) which is dedicated to supporting the United Nations' efforts to address the most pressing humanitarian, socioeconomic and environmental challenges facing the world today. In each email, you'll get just one paragraph on each of several important issues. Sign up here: https://www.smartbrief.com/un_wire/index.jsp

Course Grading

Final grades for the course will be determined as follows. “(G)” designates group assignments. Please see the “Policies” section at the end of the syllabus for more details on how grades are calculated. You can check your completed and cumulative grades at any time by looking in the “Grades” section on Canvas.

Assignment	Due Date	% of Final Grade
Class Participation	Ongoing	10%
Research Brief	September 15	20%
Statement of Need and Stakeholder Analysis (G)	September 29	10%
Problem Statement	September 29 (<i>end class</i>)	5%
Problem Analysis (G)	October 6	5%
Project Hypothesis (G)	October 26	5%
Results Framework (G)	November 3	15%
Concept Note (G)	November 17	15%
Project Pitch (G)	Final Exam Day	15%
Extra Credit	Final Exam Day OR two weeks after event, whichever is sooner.	1 extra participation point

Class Schedule

All required reading assignments must be done before class for the day that they are listed. **This schedule is subject to change** to accommodate site visits, guest speakers, etc. All updates will be announced in class. Please also check the ELMS site regularly.

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Date / Topic	In Class	To Prepare for Class	Assignment Due
Week 1 – September 1: Introductions & Overview	<p>FIRST HALF:</p> <ul style="list-style-type: none"> *Why are you interested in entering the international development field? *What is this course all about? *How is it different from the other Development Capstone options? *What is the project and how have the issues been selected? *Assign Research Brief <p><u>In Class:</u> Solicit issue interest rankings and form project teams.</p> <p>SECOND HALF:</p> <ul style="list-style-type: none"> *Quick review of development acronyms and terms, major approaches to development 	<p><u>To Read</u> (15 pages):</p> <ul style="list-style-type: none"> *Paul Haslam, Jessica Schafer and Pierre Beaudet, eds. <i>Introduction to International Development: Approaches, Actors, and Issues</i>. Oxford University Press, 2009, part of Ch. 1: “Meaning, Measurement and Morality in International Development” p 3-18. <p><u>To Watch:</u></p> <ul style="list-style-type: none"> *“Ernesto Sirolli: Want to help someone? Shut up and listen!” (17 minutes) http://youtu.be/chXsLtHqfdM *The Maximin Project, “What is Good Development?” (4 minutes) https://www.youtube.com/watch?v=auOX8xDAp5o&feature=youtu.be 	
Week 2 – September 8: Who Pays for Development Projects? (Donors) & Who Carries out Development Projects? (Implementers)	<ul style="list-style-type: none"> *Who pays for development projects? (Civil society and foundations vs Bilaterals and multilaterals vs Government agencies) *What motivates different donors? How is this reflected in a mission statement? *How does the US Government view (and use) foreign assistance? *What about Participatory Processes in donor-recipient relationships? *What are the different types of implementing partners? *Role of the private sector in international development? Of civil society? 	<p><u>To Read</u> (46 pages):</p> <ul style="list-style-type: none"> *Paul Haslam, Jessica Schafer and Pierre Beaudet, eds. <i>Introduction to International Development: Approaches, Actors, and Issues, 2nd edition</i>. Oxford University Press, 2012, part of Ch. 8: “National Development Agencies and Bilateral Aid,” p 143-152 *<i>Does Foreign Aid Really Work?</i> By Roger C. Riddell, pages 51-59 (part of Ch 4, “The growing web of bilateral donors,”), 77-88 (part of Ch 5, “The complexities of multilateral aid”), and 91-106 (Ch 6, “The Political and Commercial Dimensions of Aid”) (34 pages) *Careers in Development Consulting, 3 pgs: https://new.sipa.columbia.edu/sites/default/files/Career%20Op%20Consulting%20Development.pdf *For a list of Official Development Assistance recipient countries, see: http://www.oecd.org/dac/stats/49483614.pdf 	
Week 3 – September 15: How Do We Know What to	<ul style="list-style-type: none"> *What is a “needs assessment” and how do we do it? *What is “asset mapping” and how is it different from a needs assessment? 	<p><u>To Read</u> (41 pages):</p> <ul style="list-style-type: none"> *American Red Cross, <i>Project Design & Proposal Writing Guide</i>, 2006, “Introduction to Project Design & 	<p><u>Assignment Due:</u> Research Brief.</p>

Do? (Needs Assessments, Asset Mapping, Stakeholders Analysis)	<ul style="list-style-type: none">*Who are our “stakeholders” and how do we identify them?*What is a “stakeholder analysis and how do we do one?*What are the challenges of trying to understand stakeholder perspective as an outside aid-worker or project planner? <p><u>In Class:</u></p> <ul style="list-style-type: none">*Debrief ABCD exploration from homework.*In small groups: Community Asset Mapping exercise using AMOS’s community mapping star;*Together: Stakeholder Analysis exercise: example (Roma education project)*Go over related deliverable: statement of need & stakeholder analysis.*Brainstorm SA in project groups.	<p>Proposal Writing,” “Needs Assessment and Stakeholder Analysis,” p 5-10 (through end of section 2): http://ngolearning.org/evanspmclass/Shared%20Documents/RedCrossLogframes.pdf.</p> <p>*Community Toolbox, <i>Community Assessment</i>, Chapter 3, Section 2, “Understanding and Describing the Community” (20 pgs): http://ctb.ku.edu/en/community-toolbox-toc/community-assessment/chapter-3-assessing-community-needs-and-resources-4</p> <p>*Community Toolbox, <i>Community Assessment</i>, Chapter 3, Section 8, “Identifying Community Assets and Resources” (10 pgs): http://ctb.ku.edu/en/community-toolbox-toc/community-assessment/chapter-3-assessing-community-needs-and-resources-32</p> <p>*Community Toolbox, <i>Toolkits: Assessing Community Needs and Resources</i>, “Example 10: The Barehuma Collaborative Community Development Project” (3 pgs): http://ctb.ku.edu/en/assessing-community-needs-and-resources#exampleTen</p> <p>*David A. Crocker, “Cross-Cultural Criticism and Development Ethics,” <i>Philosophy and Public Policy Quarterly</i>, vol. 24, no. 3 (2004), p 2-8</p> <p><u>To Explore:</u></p> <ul style="list-style-type: none">*An organization that uses (and trains people in) Asset-Based Community Development (ABCD): http://www.abcdinstitute.org/	Upload to Canvas by START of class.
Week 4 – September 22: How Do We	FIRST HALF <ul style="list-style-type: none">*What really counts as a “problem”?*What is the role of “empathy”?	<p><u>To Read</u> (12 pages):</p> <ul style="list-style-type: none">*Community Toolbox, <i>Analyzing Community Problems and Designing and</i>	

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Identify and Analyze “the Problem”?	<p>*What makes a good problem statement?</p> <p><u>In class:</u></p> <p>*Complete “Deciding on a Problem Statement” exercise (whole class, with discussion; Roma edu project);</p> <p>SECOND HALF:</p> <p>*What is problem analysis?</p> <p>*How do we identify the “root causes” of a problem?</p> <p><u>In class:</u></p> <p>*Problem analysis exercise: in pairs (why Terps are sleep deprived).</p> <p>*Review Statement of Need and Stakeholder Analysis? (Comfortable with what you took from the readings?)</p>	<p><i>Adapting Community Interventions</i>, Chapter 17, Section 3, “Defining and Analyzing the Problem” (7 pgs): http://ctb.ku.edu/en/community-tool-box-toc/analyzing-community-problems-and-designing-and-adapting-community-8</p> <p>*American Red Cross, <i>Project Design & Proposal Writing Guide</i>, 2006, “Problem Analysis,” p 11-16 (Section 3): http://ngolearning.org/evanspmclass/Shared%20Documents/RedCrossLogframes.pdf.</p>	
Week 5 – September 29: Problem Statement & Analysis Workshop	<p><u>In class:</u></p> <p>*Teams brainstorm problem statement; individual students finalize and hand-in for a grade.</p> <p>* In groups, identify and map out root causes of their problem by using the “But Why?” technique. (Will become part of Problem Analysis due in 2 weeks.)</p>	<p><u>To Read</u> (17 pages): “U.S. Global Development Lab: The Catalog”: http://www.usaid.gov/sites/default/files/documents/15396/USAID_Lab_The_Catalog_V1_5.pdf</p>	<p><u>Assignment Due:</u> Statement of Need & Stakeholder Analysis. Upload to Canvas by START of class.</p> <p>Problem Statement. Upload to Canvas by END of class.</p> <p><u>You will get back:</u> Research Brief</p>
Week 6 – October 6: NO CLASS Dr. Kosko out of country	<p>Class does not meet.</p>		<p><u>Assignment Due:</u> Problem Analysis. Upload to Canvas by START of class.</p>

			<u>You will get back:</u> Problem Statement, with comments online much sooner
Week 7 – October 13: How Do We Develop & State Ideas?	<p>*What is a “Project Hypothesis” and how do we write one?</p> <p>*How do you write a responsive proposal? What are the elements of a winning proposal?</p> <p>*How important is the budget?</p> <p>*Importance of sustainability in program design</p> <p><u>In Class, 1st Half:</u></p> <p>*Project Intervention & Hypothesis exercise: “Access to Safe Water”</p> <p><u>In Class, 2nd Half:</u></p> <p>*In groups, clarify goal; select project activities/interventions; draft project hypothesis.</p>	<p><u>To Do</u> (20 minutes): Complete the Foundation Center’s online short course on “Proposal Writing Basics”: http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html</p> <p><u>To Read</u> (4 pages): *American Red Cross, <i>Project Design & Proposal Writing Guide</i>, 2006, p 16-20, http://ngolearning.org/evanspmclass/Shared%20Documents/RedCrossLogframes.pdf</p> <p><u>Optional Further Reading for Proposal Writing / Project Design:</u> *Foundation Center’s online short course on “Proposal Budgeting Basics”: http://foundationcenter.org/getstarted/tutorials/prop_budget/index.html *USAID/Haiti, “Success Stories” series (various projects, 1 page each): http://haiti.usaid.gov/media/success.php</p>	<u>You will get back:</u> Statement of Need & Stakeholder Analysis
Week 8 – October 20: Project Workshop	<p><u>In Class:</u></p> <p>*Teams meet and begin ideating project intervention to address the problem they have identified.</p>	<p><u>To Read:</u> Nothing!</p>	
Week 9 – October 27: What is a Results Framework and How Do We Build One?	<p><u>In Class:</u></p> <p>. *What is a results framework?</p> <p>*Why would we use one?</p> <p>*How is it different from a “logframe”?</p> <p><u>In Class:</u></p> <p>*Guest Speaker: Lorea Russell, M&E and Project Management Specialist</p> <p>*Results Framework exercise: example together (Roma education project).</p>	<p><u>To Read</u> (24 pages): *American Red Cross, <i>Project Design & Proposal Writing Guide</i>, 2006, p 20-28, http://ngolearning.org/evanspmclass/Shared%20Documents/RedCrossLogframes.pdf</p> <p>*The USAID Evaluation Publication, TIPS series No. 13: <i>Building a Results Framework</i> (2010): http://pdf.usaid.gov/pdf_docs/pnadw113.pdf</p> <p>*Society for Sustainable Development, <i>Developing a Logical Framework</i>, 2011, p 3-10 http://www.ssd.com.pk/pub/Developing</p>	<p><u>Assignment Due:</u> Project Hypothesis. Upload to Canvas by START of class.</p> <p><u>You will get back:</u> Problem Statement Analysis</p>

%20a%20logical%20framework.pdf			
Week 10 – November 3: Whose Opinion Matters? (“Buy-in,” “Ownership,” and “Participation”)	<p>*Why is it important to get “buy-in” early on? Or for intended beneficiaries to feel “ownership”?</p> <p>*Role, meaning of “participation” in development</p> <p>*Is there a difference between “buy-in,” “ownership,” and “participation”?</p> <p>*What makes participation “high quality” (ie, most effective, most empowering...)?</p> <p>*Participation best-practices?</p> <p><u>In Class:</u></p> <p>*Roma education project example</p>	<p><u>To Read</u> (23 pages):</p> <p>*David A. Crocker, <i>Ethics of Global Development</i>, Cambridge, 2008, first half of Chapter 10: “Deliberative Participation in Local Development,” p 338-354</p> <p>* World Bank, OP 4.10 – Indigenous Peoples (~7 pages): http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/EXTPOLICIES/EXTOPMANUAL/0,,contentMDK:20553653~menuPK:4564185~pagePK:64709096~piPK:64709108~theSitePK:502184,00.html</p> <p><u>To Watch</u> (3 videos, < 1hour total):</p> <p>*“In Conversation: Participatory Development,” published Nov 29, 2012. The Challenges to Participatory Development Conference: http://www.youtube.com/watch?v=21QVB42wsC8</p> <p>*"An Africans Message for Americans." NYT Opinion, January 5, 2015: http://www.nytimes.com/2015/01/06/opinion/an-africans-message-for-america.html?smid=fb-share</p> <p>* Review “Ernesto Sirolli: Want to help someone? Shut up and listen!” http://youtu.be/chXsLtHqfdM</p>	<p>Assignment Due: Results Framework.</p> <p>Upload to Canvas by START of class.</p> <p>You will get back: Project Hypothesis</p>
Week 11 – November 10: Project Roundtable and Workshop	<p><u>In Class:</u></p> <p>Each group will present some of its project challenges to the class in a series of brainstorming roundtables. If time allows, students will then break up into their teams to work on their projects.</p>	<p><u>To Read:</u></p> <p>Nothing! Go volunteer somewhere instead.</p>	<p>You will get back: Results Framework</p>
Week 12 – November 17: What is Right and Just and Does it Matter? (Development Ethics)	<p>Matt Regan leading class!</p> <p>*What are the big questions? Why should we be concerned with ethics in development?</p> <p>*Is there room for “morals” in international development work? Doesn’t any talk of ethics just make us Western cultural imperialists?</p> <p>*Isn’t this stuff best left to Ye Olde Ivory Tower? Or to philosophers?</p> <p><u>In Class:</u></p> <p>*Dam simulation</p>	<p><u>To Read</u> (28 pages):</p> <p>*Paul Haslam, Jessica Schafer and Pierre Beaudet, eds. <i>Introduction to International Development: Approaches, Actors, and Issues. 2nd edition</i>. Oxford University Press, 2012. Part of Ch. 1: “Meaning, Measurement and Morality in International Development,” p 15-end.</p> <p>*David A. Crocker & Chloe Schwenke. <i>The Relevance of Development Ethics for USAID</i>, 2005, only p 1-15: http://www.developmentvalues.net/files/Publications/development%20ethics%20and%20usaid.pdf</p> <p>*Des Gasper, The Ethics of</p>	<p>Assignment Due: Concept Note.</p> <p>Upload to Canvas by start of class time.</p>

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	<p>OR</p> <p>*Four-step ethical dilemma exercise (with Roma education project as example).</p>	<p>Development, Chapter 1, "What is the Ethics of Development?" only p 1-14</p> <p><u>To Watch</u> (18 minutes): Nigel Dower's TED-X Talk: "How I Became a Global Citizen (or came to recognize myself as one, anyway)" – on Cosmopolitanism and global responsibility: http://www.youtube.com/watch?v=MaC-lmgkSDU</p>
Week 13 – November 24: Thanksgiving Week	<p>Independent group project work day. Class does not meet.</p>	
Week 14 – December 1: Careers in International Development	<p><u>In Class:</u> We will have a panel development professionals, from a variety of types of development organizations and institutions, to share their experiences and insights. Topics of discussion will range from "What kinds of careers are available?" to "How can I best position myself for this type of career?"</p>	<p><u>To Read:</u> Nothing. Yippee! None next week, either. Wow.</p>
Week 15 – December 8: Project Pitch Workshop	<p><u>In Class:</u> *De-brief on course. *In-class workshop on pitches</p>	<p><u>To Read:</u> Nada! Nimic!</p> <p>You will get back: Concept Note</p>
<p>Final Exam – date & time TBA:</p> <p>Project Pitch Day</p> <p>Last day to turn in extra credits</p>	<p>Reading Day: December 12 (Saturday)</p> <p>Final Exams: December 14-19 (Monday-Saturday)</p> <p>*Deliver your pitch! Convince us to "fund" your project (with an A)!</p>	<p>Assignment Due: Project Pitch</p> <p>Last Day to Turn in Extra Credit</p>

Other Important Information

Class Participation

Please see the participation grading rubric uploaded to Canvas.

As a community of change agents and future leaders in your field, you are accountable to yourselves, to one another, and to the instructor to be prepared for and to attend classes. During class, I ask that you participate by:

- a. arriving on time and prepared (that is, having read and thought through the material);
- b. listening actively when others are speaking;
- c. challenging your own and others' assumptions in respectful ways through questions and dialogue;
- d. responding with relevant remarks when you feel comfortable doing so; and
- e. contributing meaningfully to small group activities when asked.

Participation is 10% of your grade. This includes contribution to all-group discussions (assessed by your professor and TA), to small-group exercises (assessed by your peers at the end of each class), and to your project group (assessed through a self- and peer-evaluation at the end of the semester).

Not the gabbiest student in the class? That's okay. I want quality, not just quantity. One insightful comment or thought-provoking question each week is a great start. Does this provoke some serious anxiety? If so, watch [this 20 minute TED Talk](#) and give it a try. Really. And come see me if after a few weeks of giving this a go the idea of raising your hand still gives you sweaty palms. **Remember: participation IS part of your grade and WILL affect your final letter grade. Students who show up to every class and listen attentively will earn *partial credit only*.**

Absences

I expect you to attend and participate in all classes. I also understand that circumstances occasionally arise beyond your control. For any absences that do not fall under University policy, you may miss one lecture and one discussion without explanation and without harm to your grade. Each additional unexcused absence will result in a reduction of your participation grade. Excessive unexcused absences will result in failure of the course.

Excused absences will be determined in accordance with University policy (http://faculty.umd.edu/teach/attend_student.html). Please let me know right away if you know you will need to miss a class for any reason such as religious observances or participation in University activities at the request of University authorities. In the event that you must miss a class due to an illness, my policy is as follows:

1. For every medically necessary absence from class (plenary, discussion, or site visit), a reasonable effort should be made to notify me in advance of the class. When returning to class, you must bring a self-signed note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If you must miss more than 1 class for the same illness, I require documentation signed by a health care professional.
3. If you are absent on days when tests or presentations are scheduled or assignments are due, you are required to notify me in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional. If your assignments are complete but you miss class on the day they are due, please hand them in via ELMS.

Laptops, Tablets, and Phones

Laptops and other smart devices are prohibited in class except for group work and when explicitly encouraged. It goes without saying that cell phone use is prohibited at all times unless used as a smart device during specific activities, or in the case of urgent need. Dr. Alan Peel, Geology, summarizes the policy and its justification nicely:

Many of you will want to bring your laptops to class to take notes. Alas, studies have now shown (real data!) that taking notes this way is actually not as good as by hand. You could swear on a stack of your favorite religious texts that you won't multitask (email, Netflix, etc.). Fine. Thanks for that reassurance, but that's actually only one of the issues.

You could then claim that you can take more thorough notes typing than using longhand because you type faster. That's entirely possible, yet it turns out that when you do that you use a different part of your brain which doesn't process what's going on in class as well as it could. You could then say, well, sure, but later when I'm looking at my notes it'll be more helpful if they're more "complete". Here's the surprising thing: wrong again. [Here is an easy to read article](#) outlining real research on this issue and [here is the link to the actual paper published](#). (Click on the photo up right to link to a similar public media article in French.)*

To put a final, amusing twist to this, you can't doodle if you use a laptop. Why would that matter? Well, [it's now been shown that doodling](#) (within reason) helps your memory and focus. And frankly, since most of my classes are physics and astronomy classes, sketching pictures is MUCH easier on paper and often worth the proverbial thousand words (or numbers, equations, etc.).

I won't ban you from bringing your phone to class, but if it rings out loud, or you're on it constantly, I do reserve the right to tease you in front of everyone.

**Before you accuse me of being unscientific by only citing one paper, the only papers I could find supporting laptop use seemed to conclude that the main benefit was "more thorough" notes...which, as the above more recent study shows, is not the useful measure for retention, test outcomes, etc. For example, [this paper](#).*

Staying Awake and Staying Comfortable

We expect you to be the best judge of the limits of your seated attention span. If standing to the side or back of the room, or sitting or even lying on the floor, will make you more comfortable and thus better able to focus, please feel free to move about the room. You are also welcome to step out for a breather if it will wake you up. Use these privileges responsibly, and in a way that does not interfere with the learning of others. This policy is suspended for guest speakers: please give them your full attention always.

This Class is a Safe Zone

We welcome and respect the viewpoints of students of all sexual orientations, genders, races, ethnicities, religions, social statuses, and abilities. "Good" leaders, inside this classroom or out, must be sensitive to and able to think critically about individual differences. With that in mind, I ask that you treat each other with respect and dignity, and listen especially carefully to the voices of cultural and social minorities in this classroom. I will do the same and expect you to hold me to this standard as well.

Students with Disabilities

The University is legally obligated to provide appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations may need to be provided, please inform the professor of any needs at the beginning of the semester.

Religious Observances

The University System of Maryland policy “Assignments and Attendance on Dates of Religious Observance” states that students should not be penalized in any way for participation in religious observances and that, whenever feasible, they be allowed to make up academic assignments that are missed due to such absences. Please provide a written notification of the projected absence within two weeks of the start of the semester.

Academic Integrity

All work you do for this course must be done in a manner consistent with the university’s Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. Students are expected to maintain the highest standards of personal integrity in all academic work and classroom conduct. As a student, it is your responsibility to uphold these standards. For more information, please visit <http://www.shc.umd.edu>.

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, [301-314-7693](tel:301-314-7693). Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students. I expect that they are also confidential.

Grading Policies

PARTICIPATION: Full credit for class participation means meeting all of the “class participation” requirements listed at the beginning of the syllabus. Please see the participation grading rubric on Canvas for grading details. Not every student is a “talker” and not everyone has something to say every single day. Some participation in class discussions is expected, however. I am looking for quality, not mere quantity. I will deduct points for being disruptive, sleeping, improper use of electronics (laptop, phone, ipod), regular tardiness, etc.

GROUP WORK: All members of a project group share the final project grade. Anonymous self- and peer-evaluations will also be completed by each group member, for each group member. These will be used to adjust the shared grade if needed to take into account contribution above the call of duty or “free-riding.” Students may appeal a decision they feel is unfair. Appeals will include a one-on-one meeting with me *and* a full group meeting.

SCALING/CURVING: I do not use curves unless the class average for an assignment is unexpectedly very low, in which case I will consider curving up. I never “scale down.”

LETTER GRADES: Letter grades correspond to specific numbers (A+ = 97-100; A = 93-96; A- = 90-92; B+ = 87-89; B = 83-86... and so on down to D- = 60-62 and below that is a fail). If I give you just a letter on an assignment, I will calculate your grade using the highest point in that letter range.

ACADEMIC INTEGRITY: You know the drill. Cheating, plagiarizing, etc. will result in an F for the assignment and I will consider an XF for the course. See above.

Recommended Books, for further reading:

- (1) *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, by Paul Collier (2007)
- (2) *The End of Poverty: Economic Possibilities for Our Time*, by Jeffrey Sachs (2006)

**** updated 8/21/15 ****

- (3) *Development as Freedom*, by Amartya Sen (1999)
- (4) *Women and Human Development*, by Martha Nussbaum (2001)
- (5) *Ethics of Global Development*, by David Crocker (2008)
- (6) *The Ethics of Development*, by Des Gasper (2004)
- (7) *The White Man's Burden*, by William Easterly (2006)
- (8) *Does Foreign Aid Really Work?*, by Roger Riddell (2007)
- (9) *Making Sense of Human Rights*, by James W. Nickel (2007)
- (10) *Displacement by Development: Ethics, Rights and Responsibilities*, by Peter Penz, Jay Drydyk, and Pablo S. Bose (2011)
- (11) *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, by Nicholas D. Kristof and Sheryl WuDunn (2009)

Expectations

This is an advanced-level course and, consequently, the expectations are set high. You are expected to be on time and prepared for every class, and to conduct yourself with respect for your classmates at all times.