A-DRAFT SYLLABUS: January 22, 2016
International Development in Practice II: Advanced Topics and Applications
Spring 2016

POLS 30596
Tuesday/Thursday 9:30-10:45 a.m.
Location: O'Shaughnessy 208 (& many other locations on campus)

Co-creators: Steve Reifenberg & 14 students
Office hours: Wed 3-5 p.m. & Fri 3-5 p.m.
Kellogg Institute for International Studies
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This *Advanced Topics and Applications—International Development and Design Thinking* course is highly interactive 'co-creation' seminar, where the instructor and students will engage in creating and teaching a new course. The broad theme for the course will be applying "design thinking" — a human-centered, team-based approach for discovering new opportunities and for solving problems — to critical international development challenges.

Together the students and instructor will learn about design thinking, and apply design thinking concepts to 1) course design, 2) international development challenges, and 3) real world problems and opportunities.

This class builds on the knowledge and practical skills developed in POLS 30595, *International Development in Practice: What Works in Development*. Participating students will take an active role in co-creating with the instructor the substantive content of the course as well as teaching the class. Based on the initial indications of student interest, the course will (tentatively) be organized around four modules: 1) introduction to course design, effective teaching, and design thinking; 2) understanding design thinking; 3) putting design thinking to work for education; and 4) putting design thinking to work for the Sustainable Development Goals. Each student will be part of a team to design one of the modules (2, 3 or 4) and will lead one class session within the module that has been jointly identified with peers and the instructor.

Students will also work in teams with a real world "client" organization to address a development problem or opportunity identified by the client. This Development Advisory Team (DAT) work will build on the existing relationships with leading international organizations such as L'Arche, Partners In Health, and Enseña Chile, among others.

Finally, throughout the semester, the instructor and students will also serve as a consultant to Notre Dame, as it explores ways to create a new, collaborative, cross-university initiative to support design thinking at the University. We will make every effort to identify and engage others actors, resources, and physical spaces across the University in this process.

Required course books: Books will be available at the ND Bookstore.

- Tim Brown, *Change by Design, How Design Thinking Transforms Organizations and Inspires Innovation*, Harper Business, 2009
- Tom Kelley and David Kelley, *Creative Confidence: Unleashing the Creative Potential Within Us All*, Crown Business, 2013
- Richard Light, *Making the Most of College*, Harvard University Press, 2001

Course Requirements and Grading (DRAFT: WILL BE DISCUSSED AND REVISED):
1. Class participation: Students will give feedback to their peers as well as evaluate their own participation (20%)
2. Module design and evaluation of design thinking work on behalf of the University– group effort (20%)
3. Individual teaching: preparation and presentation (20%)
4. Development Advisory Team consulting project (25%)
   - Concept Memo – (2-3 pages, that includes statement of problem/opportunity, approach, proposed final product, and timeline)
   - Individual DAT background paper (4-5 pages)
   - Draft DAT client presentation
   - Presentation of final DAT project to client
   - Final DAT project submission to instructor
   - Self-evaluation and evaluation of team member contribution
   - DAT blog: http://intldevelopmentinpractice.wordpress.com/
6. Final class synthesis (15%)

Attendance Policy: What could me more important than being part of this creative process and attending each session? If you anticipate missing a class or are ill, I expect you to communicate with me (ideally before class) at sreifenb@nd.edu

Laptops and Cell Phones are not to be used in class, unless designated as part of a specific working session.

Office Hours: If established hours are not convenient, I will be happy to arrange an alternative time. It's generally a good idea to send me an email with a specific meeting time.

Code of Honor: Today, as a precondition for admission to the University, all undergraduates pledge: ***"As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty."*** The website www.nd.edu/~hnrcode/docs/handbook.htm describes the principles, policies and procedures of the Academic Code of Honor.

Module 1: Course Design, Effective Teaching, and Design Thinking
Tuesday, January 12
1. The Starting Point: Where Are We Going?

> *All that is gold does not glitter,*
> *Not all those who wander are lost.*

<div align="right">J.R.R. Tolkhien</div>

Readings:
Richard Light, *Making the Most of College*, Harvard University Press, 2001

David Kelley How to Build Your Creative Confidence TED talk 2012

One-page essays from each member of the class about his or her initial objectives and the area in which each student is interested in teaching and learning more.

- Please read *Making the Most of College*, paying particular attention to three chapters: Introduction, Chapter 4 (The Most Effective Classes) and Chapter 6 (Faculty Who Make A Difference). As you read, consider that, in this case, it is you who is designing the effective class, and it is you who will be the faculty who makes a difference.
- Identify at least three concrete ideas from *Making the Most of College* that you believe might be relevant as we create this new course.

Thursday, January 14
2. Thinking about Design Thinking and Course Design

> *"What was I put on Earth to do?" This book is part of the answer: To reach out to as many people as possible. To give future innovators the opportunity to follow their passions. To help individuals and organizations unleash their full potential – and build their own creative confidence.*

<div align="right">David and Tom Kelley in Creative Confidence</div>

Reading:
Tom Kelley and David Kelley, *Creative Confidence: Unleashing the Creative Potential Within Us All, Crown Business*, 2013, preface & pages 1-35

- Review draft course syllabus.
- What's different about this course syllabus?
- What are our collective objectives?
- What are my personal objectives for this class? How will I know if I am successful in achieving them?

Tuesday, January 19
3. Re-Imagining Course Design

> *The art of teaching is the art of assisting discovery.*

<div align="right">Mark Van Doren</div>

Reading:

L. Dee Fink, *A Self Directed Guide to Designing Course for Significant Learning,* in the book *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* Jossey-Bass, 2003

- Answer as many of the questions from the *Self Directed Guide* as you can before class.
- Are there useful frameworks and ideas in this article for course design?
- Are there insights will you try to take from the *Self Directed Guide* in designing your module? For the specific session you are planning to teach?

Thursday, January 21
4. Effective Teaching

> *Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water.*
> Loris Malaguzzi

Reading:
Ken Bain, *What the Best College Teachers Do,* Harvard University Press, 2004 Chapters 2 (pages 22-47) & Chapter 5 (98-134)

- Bring to class one example of what you consider effective teaching and why.
- What do you anticipate will be most challenging about this process of designing the syllabus and teaching a session?
- What are your thoughts for overcoming these challenges?

Tuesday, January 26
5. Design Thinking and Mapping Your Development Advisory Team Project

> *The surprising, compelling mathematics of innovation: if you want more success, you have to be prepared to shrug off more failure.*
> David and Tom Kelley in Creative Confidence

Reading:
Tom Kelley and David Kelley, *Creative Confidence*, pages 37-147

- What are the central insights of *Creative Confidence*?
- What relevance do these have for your practical work with your DAT client and on the design thinking opportunities at Notre Dame?
- Assignment: Type up the insights you gained from interviewing your mentor (from the class of 2014) as it relates to course design, DAT, and any other relevant advice provided.

Thursday, January 28
6. Preparing the course syllabus

>*To achieve great things, two things are needed: a plan, and not quite enough time.*
>Leonard Bernstein

- Review the readings to date of Light, Bain, and especially L. Dee Fink.
- Write up your best work on your own individual class, including title for class, a quote, up to three learning goals, reading assignment(s) & any other preparatory materials (such as a video), and two or three review questions. (Use this syllabus as a model that includes everything except the explicit learning goals for each class.) Also, think about at a minimum of one writing assignment per module.
- During this class you will have a chance to work with others in your module, as well as to formulate connections across modules.

Tuesday, February 2
7. Finalizing the Syllabus

>*"No one learns as much about a subject as one who is forced to teach it."*
>Peter Drucker

Reading:
Tom Kelley and David Kelley, *Creative Confidence,* pages 149-256

- What ideas does the *Creative Confidence* give you related to our course design?
- Each module team will present their module, including group learning goals and individual learning goals.

Module 2: Understanding Design Thinking (at least one writing assignment for module)

8. Thursday, February 4   Dustin Mix and Erik Jensen

9. Tuesday, February 9   student 1

10. Thursday, February 11   Opportunity to work in class on DAT

11. Tuesday, February 16   student 2

12. Thursday, February 18   student 3

13. Tuesday, February 23   student 4

14. Thursday, February 25   instructor

Module 3:   Using Design Thinking (at least one writing assignment for the module)

15. Tuesday, March 1   student 5

16. Thursday, March 3   student 6

17. Tuesday, March 15   student 7

18. Thursday, March 17   opportunity to work in class on DAT

19. Tuesday, March 22   student 8

20. Thursday, March 24   student 9

21. Tuesday, March 29   instructor session

Module 4: Putting Design Thinking to Work for Development (at least one writing assignment)

22. Thursday, March 31   student 10

23. Tuesday, April 5   student 11

24. Thursday, April 7   Dr. John Meara, Partners in Health, Director of Global Surgery

25. Tuesday, April 12   student 12

26. Thursday, April 14   student 13

27. Tuesday, April 19   Accompaniment workshop (Paul Farmer, Ophelia Dahl, among others)

28. Thursday, April 21   student 14
Deadline to present Final DAT presentation to client

29. Tuesday, April 26   Final class synthesis of what we've done, what we've learned, and what we've contributed