**POLS 30596 *International Development in Practice II: Advanced Topics***

***Spring 2014***

**Location: Hesburgh Library 1000**

**Class: Tuesday and Thursday 9:30 – 10:45 a.m.**

**Office Hours: Tues 8:15 – 9:15 a.m. & 3:30-5 p.m. and Fridays 1:30-3:00 p.m.**

**Instructor: Steve Reifenberg**

**Kellogg Institute for International Studies**

**130A Hesburgh Center**

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This seminar builds on the knowledge and practical skills developed in POLS 30595, *International Development in Practice: What Works in Development*? Students will take an active role in designing the content of this new course and helping teach the class, as well as serving as consultants to an international development client.

This *Advanced Topics and Applications* course is highly interactive and requires active student participation in class discussions, as well as in multiple exercises and group projects. The students selected to participate in the class will help design the substantive content of the course.

In the collective efforts to design the course, we will focus on major development themes organized in *three modules* as identified by students in their application essays for the class:

1) *measurement and evaluation* of development projects (including analyzing best practices in fields such as health, education, and poverty alleviation, as well as the role of randomized control trails and other systematic evaluations of development impact),

2) *negotiation and the process of development* (including the role of leadership, politics, and negotiations around different approaches to development interventions), and

3) *implementation and strategy* (including strategies for going to scale with ideas that work, and re-conceptualizing international aid as accompaniment).

Each student will be part of a team (of four or five students) who will be responsible for planning one of the three modules, as well as leading an individual (one hour) class session.

In addition, throughout the semester, students will work with a real world “client” organization to address a development problem or opportunity identified by the client. This will build on work of the Development Advisory Teams, and go deeper both in terms of international development theory and practice related to the client project. As part of the class, interested students will have an opportunity to apply for financial support to travel and spend time (over spring break) working for their client organizations, through the generous support of Notre Dame donor interested in promoting innovative linkages between the classroom and real world practice. Students interested in taking advantage of this opportunity must consult with instructor and finalize their application plan by February 4, 2014.

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

Karlan, Dean and Jacob Appel, *More Than Good Intentions: Improving the Ways the World's Poor Borrow, Save, Farm, Learn, and Stay Healthy,* Penguin Group, 2012, ISBN 0452297567

Ury, William. *Getting to Past No: Negotiating Your Way From Confrontation To Cooperation*, A Bantam Book, 1993, ISBN 0553371312

Farmer, Paul and Gustavo Gutierrez. *In the Company of the Poor: Conversations with Dr. Paul Farmer and Fr. Gustavo Gutierrez,* Orbis Books, 2013 ISBN 1626980500

Articles & chapters of books

* Ken Bain, *What the Best College Teachers Do,* Harvard University Press,2004 Chapters 2 (pages 22-47) & Chapter 5 (98-134)
* 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
* Ronald Heifetz, *Leadership Without Easy Answers, Harvard University Press*
* John Paul Lederech, *Preparing for Peace: Conflict Transformation Across Cultures,* Syracuse University Press, 1995, Chapters 4-7 (pages 36-70)
* Richard Light, *Making the Most of College*, Harvard University Press, 2001

Introduction (pages 1-12); Chapter 4: The Most Effective Classes (pages 45-69); Chapter 6: Faculty Who Make a Difference (pages 104-129)

Course Requirements and Grading:

1. Class participation (20%) Students will have a chance to give feedback on their peers as well as evaluate their own participation.
2. Quizzes, exercises, and short assignments (10%)
3. Evaluation for design and execution of each substantive module – group effort (15%)
4. Individual teaching presentation (15%)
5. Development Consulting Project (25%)

* Individual background paper (4-5 pages)
* Practice presentation to class, with feedback
* Presentation of final work to client
* Final written presentation
* DAT blog: <http://intldevelopmentinpractice.wordpress.com/>

6. Final synthesis, TBD (15%)

Attendance Policy: This class is to prepare professionals interested in international development. You will often be part of a team working together on a common project. Just as if you were working as a professional, I expect you to attend every session and come prepared to participate. 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 these hours are not convenient, I will be happy to arrange an alternative time. Please email or talk with me after class for an appointment at another 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](http://www.nd.edu/~hnrcode/docs/handbook.htm) describes the principles, policies and procedures of the Academic Code of Honor.

**Introductory Module: Course Design and Pedagogy**

January 14, 16, 21, 23, 28, and 30

Tuesday, January 14

The Starting Point: Where Are We Going?

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

J.R.R. Tolkien

Readings (sent via email and on SAKAI):

Review course syllabus

Review the original one-page essays of each member of the class about his or her objectives for the class as well as a particular area in which each student is interested teaching.

* What’s different about this course syllabus?
* What are the instructor’s objectives for this class?
* What are my personal objectives for this class?

Thursday, January 16

Re-Imagining Course Design

*The art of teaching is the art of assisting discovery.* Mark Van Doren

Reading (sent via email and on SAKAI):

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?

Tuesday, January 21

Mapping Your Development Advisory Team Project

# *Seek first to understand, then to be understood.*

Stephen Covey

Reading:

William Ury, *Getting to Past No*, pages 3-51

* Why does Ury emphasize the importance of joint problem solving?
* What does it mean “to go to the balcony”
* What relevance does this concept have for you DAT client relationship?

Thursday, January 23

Outlining the Course Syllabus

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

Leonard Bernstein

Each of the three module teams will make an initial presentation on the objectives for their module and suggested class sessions.

Reading:

Richard Light, *Making the Most of College*, Harvard University Press, 2001 Introduction (pages 1-12); Chapter 6: Faculty Who Make a Difference (pages 104-129)

* Does Richard Light suggest ideas that are relevant to developing your module?
* For developing the individual session you will teach?

Tuesday, January 28

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:

Richard Light, *Making the Most of College*, Harvard University Press, 2001, Chapter 4: The Most Effective Classes (pages 45-69)

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

* What do you anticipate will be most challenging about this process of designing a module and teaching a session?
* What are your thoughts for overcoming these challenges?

Thursday, January 30

Finalizing the course syllabus

*“No one learns as much about a subject as one who is forced to teach it.”*

Peter Drucker

Each of the three module teams will share in writing and present the overall objectives for their module, the titles of specific class sessions, proposed readings, and related questions.

**Module 1: Measurement and Evaluation in International Development\***

**(\*all dates in bold are led by students)**

Tuesday, February 4

Development Advisory Team – work in teams; discussions with instructor

**Thursday Feb 6**

**Student 1 (includes introduction to module)**

**Tuesday Feb 11**

**Student 2**

Thursday Feb 13

No class – opportunity to meet with Development Advisory Team

**Tuesday Feb 18**

**Student 3**

**Thursday Feb 20**

**Student 4 (includes wrap up on measurement and evaluation)**

**Module 2: Politics and Negotiations in International Development**

**Tuesday, Feb 25**

**Student 5 (includes introduction to the module)**

**Thursday, Feb 27**

**Student 6**

**Tuesday, March 4**

**Student 7**

Thursday, March 6

Development Advisory Team (meetings with instructor)

(Spring break March 8-16)

Tuesday, March 18

Rethinking Approaches to Negotiations Training

Thursday, March 20

Invited speaker: Shannon Coyne, CARE (Thursday, March 20th)

**Tuesday March 25**

**Student 8**

**Thursday, March 27**

**Student 9 ((includes wrap up and conclusion on negotiations)**

**Module 3: Strategy and Implementation in International Development**

**Tuesday, April 1**

**Student 10 (includes introduction to module)**

**Thursday, April 3**

**Student 11**

Tuesday April 8

The Implementation Game

**Thursday, April 10**

**Student 12**

**Tuesday April 15**

**No class during morning**

Development Advisory Team Class Presentations

Evening session: 6 p.m.-9 p.m.

Thursday April 17

Leadership Without Easy Answers

**Tuesday April 22**

**Student 13 (includes module wrap up and conclusions on strategy and implementation)**

**Concluding Module: Reflection and Synthesis**

Thursday, April 24

Development Advisory Team final review

Tuesday, April 29

Final Session