
GVPT 356 – Spring 2014
Capstone II: International Development and Conflict Management
Section 0101

Mondays, 3:30-6:15 p.m. – 1114 Tydings Hall

<p>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>Teaching Assistants</p> <p>TBA</p>
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Dr. Kosko's Office Hours: Monday 1:30-3:00 pm, Tuesday 9:00-11:00

Course Description

This "capstone" course is designed to introduce undergraduate students to the practical realities of the international development "industry." Students will be exposed to, study the challenges of, and in some cases get to practice, a core set of practical skills including stakeholder analysis, project development, proposal writing, and ethical reflection on the ends and means of international development. The course will also offer students the opportunity to study a particular country or region, to build an expertise in one critical development "issue," and to meet and engage with development practitioners through guest lectures and site visits to development organizations or agencies in Washington, DC.

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 typically be used to work in project teams or other small groups, practicing the hands-on skills to which you were exposed through your readings.

*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.)

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

It is my expectation that you attend all classes. I also understand that circumstances occasionally arise beyond your control. 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. For any absences that do not fall under University policy, you may miss one class session without explanation and without harm to your grade. Each additional unexcused absence will result in an automatic grade reduction for the course. Excessive absences will result in failure of the course.

Site Visits

The site visits will be scheduled during class time, though due to the time it takes to get to DC and back, students may arrive back on campus after the end of class. If you have a class conflict at this time, you will be expected to complete an alternate (brief) assignment, or to attend a relevant site visit offered by another office on campus. Please see me at the start of the semester if this applies to you.

Assignments

Development Profile Memo (20%) – You will complete a 2-3 page “Development Profile” of your assigned country in memo format. To get started, check out UN Human Development Reports (available by country or region, here: <http://hdr.undp.org/en/reports/>) or other similar publications. Detailed

instructions for the content (What is a development profile?) and the format (How do I write a professional memo?) will be given.

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.

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.

Issue Note, Needs Assessment, Stakeholder Analysis (15%) – 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 full-scale project proposal. Given your very limited access to individuals in the field, much 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.

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 will come together in one place. This assignment is for a shared grade.

Team Project Proposal (15%) – Your project team will build on its preparatory work (above) and respond to a mock request for proposals (RFP). The final written proposal will be submitted as a team and all team members will share the grade. I will provide you with detailed instructions and resources you may wish to consult as you develop your proposal.

Team Project Proposal 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](https://www.unwire.org/) 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%
Development Profile Memo	February 10	20%
Problem Statement	February 24 (<i>end of class</i>)	5%
Issues Note, Needs Assessment, and Stakeholder Analysis (G)	February 24	15%
Problem Analysis (G)	March 3	5%
Results Framework (G)	March 31	15%
Project Proposal (G)	April 14	15%
Proposal Pitch (G)	May 5	15%

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.

Week 1 – January 27: Introductions & Overview

- *Why are you interested in entering the international development field?
- *Quick review from GVPT354: Defining development, acronyms and terms, major approaches to development (rights-based approach, human development, etc.)
- *Assign Country Development Profile – Students meet in groups to pick country

Required Readings: (15 pages)

- (1) Paul Haslam, Jessica Schafer and Pierre Beaudet, eds. *Introduction to International Development: Approaches, Actors, and Issues*. Oxford University Press, 2009, part of Ch. 1: “Meaning, Measurement and Morality in International Development” p 3-18.

Week 2 – February 3: Who Pays for Development Projects? (Donors) & Who Carries out Development Projects? (Implementers)

- *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?

Required Reading (46 pages):

- (1) Paul Haslam, Jessica Schafer and Pierre Beaudet, eds. *Introduction to International Development: Approaches, Actors, and Issues, 2nd editon*. Oxford University Press, 2012, part of Ch. 8: “National Development Agencies and Bilateral Aid,” p 143-152

- (2) *Does Foreign Aid Really Work?* 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)
- (3) Careers in Development Consulting, 3 pgs:
http://sipa.columbia.edu/resources_services/career_services/current_students/career_resources/opportunities/CareerOpp_Consulting-Development.pdf

Optional Further Reading:

ON DONORS

- (1) USAID East Africa: “Doing Business with USAID: How can I become an implementing partner with USAID?” http://eastafrica.usaid.gov/en/opportunities/doing_business_with_usaid
- (2) *The Guardian*, “China publishes first report on foreign aid policy,” 28 April, 2011:
<http://www.guardian.co.uk/global-development/2011/apr/28/china-foreign-aid-policy-report>
- (3) Carol Lancaster, Center for Global Development, “The Chinese Aid System,” June 2007 (7 pgs):
http://www.cgdev.org/files/13953_file_Chinese_aid.pdf
- (4) US Dept. of State, *The First Quadrennial Diplomacy and Development Review* (QDDR), Executive Summary (19 pages): <http://www.state.gov/s/dmr/qddr/index.htm>

ON IMPLEMENTERS

- (5) Wise, Holly. CSIS, *US Government Engagement with the Private Sector on International Development*, 2012, p 1-22:
http://csis.org/files/publication/120216_Wise_USGovtEngagement_WEB.pdf
- (6) Christopher Finucane, Church World Service, *Responsibilities Toward Local Implementing Partners*, 2011, p 4-9: <http://www.actalliance.org/resources/policies-and-guidelines/security/Responsibilities%20towards%20local%20implementing%20partners.pdf>

February 3 – Assignment Due: Last day to clear country choice with professor.

Uploaded to Canvas by start of Canvas. Ok to type directly into assignment field.

Week 3 – February 10: How Do We Know What to Do? (Needs Assessments, Asset Mapping, Stakeholders Analysis)

*Possible in-class or Skype conversations with one or more representatives of development or human rights organizations in the Global South (~1/3 class time)

*What is a “needs assessment” and how do we do it?

*What is “asset mapping” and how is it different from a needs assessment?

*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? What challenges do “they” perceive? How could the us/them dichotomy in development relationships affect the work?

*Go over related deliverable: issues note, needs assessment, stakeholder analysis.

Required Reading (41 pages):

- (1) Community Toolbox, *Community Assessment*, Chapter 3, Section 2, “Understanding and Describing the Community” (20 pgs): <http://ctb.ku.edu/en/community-tool-box-toc/community-assessment/chapter-3-assessing-community-needs-and-resources-4>

- (2) *Community Toolbox, *Community Assessment*, Chapter 3, Section 8, "Identifying Community Assets and Resources" (10 pgs): <http://ctb.ku.edu/en/community-tool-box-toc/community-assessment/chapter-3-assessing-community-needs-and-resources-32>
- (3) Community Toolbox, *Toolkits: Assessing Community Needs and Resources*, "Example 10: The Barehuma Collaborative Community Development Project" (3 pgs): <http://ctb.ku.edu/en/assessing-community-needs-and-resources#exampleTen>
- (4) David A. Crocker, "Cross-Cultural Criticism and Development Ethics," *Philosophy and Public Policy Quarterly*, vol. 24, no. 3 (2004), p 2-8
- (5) American Red Cross, *Project Design & Proposal Writing Guide*, 2006, "Introduction to Project Design & Proposal Writing," "Needs Assessment and Stakeholder Analysis," p 5-10 (through end of section 2): <http://ngolearning.org/evanspmclass/Shared%20Documents/RedCrossLogframes.pdf>.

Optional Reading, further guidance for stakeholder analysis assignment:

- (1) Example of a stakeholder analysis: UNDP, *Adaptation Policy Frameworks for Climate Change*, 2004, Chapter 2, "Engaging Stakeholders in the Adaptation Process," ONLY Box 2-1, p 50: http://www.preventionweb.net/files/7995_APF.pdf#page=52
- (2) Example of a stakeholder analysis: UNDP *Handbook on Planning, Monitoring and Evaluation for Development Results*, "Planning for results: Practical applications," Table 3, p 27: <http://web.undp.org/evaluation/handbook/>
- (3) UNDP *Handbook on Planning, Monitoring and Evaluation for Development Results*, "Planning for results: Practical applications," remainder of p 19-44: <http://web.undp.org/evaluation/handbook/>

February 10 – Assignment Due: Country Development Profile Memo

Due in hard copy at the beginning of class and ALSO uploaded to Canvass.

Week 4 – February 17: How Do We Identify and Analyze "the Problem"?

- *What really counts as a "problem"?
- *How can we employ the insights of the "empathize" and "define" modes of the design process?
- *What makes a good problem statement?
- *What is problem analysis?
- *How do we identify the "root causes" of a problem?

Required Reading (12 pages):

- (1) Community Toolbox, *Analyzing Community Problems and Designing and Adapting Community Interventions*, 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>
- (2) American Red Cross, *Project Design & Proposal Writing Guide*, 2006, "Problem Analysis," p 11-16 (Section 3): <http://ngolearning.org/evanspmclass/Shared%20Documents/RedCrossLogframes.pdf>.

Week 5 – February 24: Problem Statement & Analysis Workshop

- *In-class, teams begin and finalize problem statement.

*Begin work on problem analysis

Required Reading: None

February 24 – Assignment Due by END of Class: Problem Statement

Uploaded to Canvas by END of class.

February 24 – Assignment Due: Issues Note, Needs Assessment, & Stakeholder Analysis

Due in hard copy at the beginning of class and ALSO uploaded to Canvas.

Hand back assignment: Country Development Profile

Week 6 – March 3: How Do We Develop & Write Proposals?

*How do you write a responsive proposal? What are the elements of a winning proposal?

*types of proposals – “log frame” (ex, ARC) vs. results framework (ex, USAID)

*How important is the budget?

*Importance of sustainability in program design

*What is a “Project Hypothesis” and how do we write one?

Required Reading (short course [~20 minutes], 20 pages reading, 5 to skim):

- (1) Complete the Foundation Center’s online short course on “Proposal Writing Basics”:
<http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html>
- (2) American Red Cross, *Project Design & Proposal Writing Guide*, 2006, p 16-28,
<http://ngolearning.org/evanspmclass/Shared%20Documents/RedCrossLogframes.pdf>
- (3) Society for Sustainable Development, *Developing a Logical Framework*, 2011, p 3-10
<http://www.ssd.com.pk/pub/Developing%20a%20logical%20framework.pdf>
- (4) International Institute for Sustainable Development, “What is Sustainable Development?” (~1 page): <http://www.iisd.org/sd/>
- (5) SKIM: FAO, *Project Cycle Management Technical Guide*, “Case Study B: Example of Project Design in a Fishing Community,” p 47-52:
<http://www.fao.org/docrep/012/ak211e/ak211e00.pdf>
 - a. Note that this is the next stage after the “Project Identification” case study you read for the class on Needs Assessments, Stakeholders, & Problem Analysis.
- (6) American Red Cross, *Project Design & Proposal Writing Guide*, 2006, “Project Hypothesis,” p 19-2- (Section 5):
<http://ngolearning.org/evanspmclass/Shared%20Documents/RedCrossLogframes.pdf>.

Optional Further Reading, resources for your proposal:

- (1) American Red Cross, *Project Design & Proposal Writing Guide*, 2006, Section 8 on “Indicators and Targets,” p 29-42,
<http://ngolearning.org/evanspmclass/Shared%20Documents/RedCrossLogframes.pdf>
USAID/Haiti, “Success Stories” series (various projects, 1 page each):
<http://haiti.usaid.gov/media/success.php>
- (2) www.fbo.gov & www.grants.gov
- (3) Department of State Standardized Regulations (DSSR) website – budgeting figures
- (4) Foundation Center’s online short course on “Proposal Budgeting Basics”:
http://foundationcenter.org/getstarted/tutorials/prop_budget/index.html

(5) See “Resources for Project and Proposal Development” section on the project handout.

March 3 – Assignment Due: Problem Analysis

Uploaded to Canvas by start of class.

Hand back assignment: Problem Statement (will have comments online much sooner)

Week 7 – March 10: Whose Opinion Matters? (“Buy-in,” “Ownership,” and “Participation”)

- *Why is it important to get “buy-in” early on? Or for intended beneficiaries to feel “ownership”?
- *Role, meaning of “participation” in development
- *Is there a difference between “buy-in,” “ownership,” and “participation”?
- *What makes participation “high quality” (ie, most effective, most empowering...)?

Required Reading (23 pages to read, 26 minutes to watch):

- (1) WATCH “In Conversation: Participatory Development,” published Nov 29, 2012. The Challenges to Participatory Development Conference: <http://www.youtube.com/watch?v=21QVB42wsC8>
- (2) David A. Crocker, *Ethics of Global Development*, Cambridge, 2008, first half of Chapter 10: “Deliberative Participation in Local Development,” p 338-354
- (3) Lindsay Whitfield. “Ownership and the Donor-Recipient Relationship,” DIIS Working Paper, 2009 (click on PDF link) (6 pages): <http://www.isn.ethz.ch/Digital-Library/Publications/Detail/?ots591=0c54e3b3-1e9c-be1e-2c24-a6a8c7060233&lng=en&id=110053>

Optional Reading:

- (4) 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>

Hand back assignment: Issues Note, Needs Assessment, & Stakeholder Analysis

Spring Break: March 16-23

Week 8 – March 24: What is a Results Framework and How Do We Build One?

Guest Speaker: Lorea Russell, M&E and Project Management Specialist

- *What is a results framework?
- *Why would we use one?
- *How is it different from a “logframe”?

Required Reading:

- (1) TBA?
- (2) The USAID Evaluation Publication, TIPS series No. 13: *Building a Results Framework* (2010): http://pdf.usaid.gov/pdf_docs/pnadw113.pdf

Week 9 – March 31: Site Visit TBD

If you have a conflict, you will be expected to make up the class by conducting and writing up a brief interview of a development practitioner or by attending a site visit organized by another office on campus at a different time. Please see me.

Required Reading:

Familiarize yourself with site website.

March 31 – Assignment Due: Results Framework

Uploaded to Canvas by start of class.

Week 10 – April 7: Project Roundtable and Proposal Workshop

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.

Required Reading:

None. Go volunteer somewhere instead.

Hand back assignment: Results Framework

Week 11 – April 14: Site Visit TBD

See above.

April 14 – Assignment Due: Team Project Proposal

Upload to Canvas by start of class time.

Week 12 – April 21: What is Right and Just and Does it Matter? (Development Ethics)

*What are the big questions? Why should we be concerned with ethics in development?

*Is there room for “morals” in international development work? Doesn’t any talk of ethics just make us Western cultural imperialists?

*Isn’t this stuff best left to Ye Olde Ivory Tower? Or to philosophers?

Required Reading & Videos (28 pages, 18 min to watch):

- (1) Nigel Dower’s TED 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-lmqkSDU>
- (2) Steven Brown’s explanation of the mission of his organization. First video on www.Maximin.org
- (3) Paul Haslam, Jessica Schafer and Pierre Beaudet, eds. *Introduction to International Development: Approaches, Actors, and Issues. 2nd edition*. Oxford University Press, 2012. Part of Ch. 1: “Meaning, Measurement and Morality in International Development,” p 15-end.
- (4) David A. Crocker & Chloe Schwenke. *The Relevance of Development Ethics for USAID*, 2005, only p 1-15:
<http://www.developmentvalues.net/files/Publications/development%20ethics%20and%20usaid.pdf>

- (5) Des Gasper, *The Ethics of Development*, Chapter 1, "What is the Ethics of Development?" only p 1-14

Optional Further Reading:

- (1) David A. Crocker & Chloe Schwenke. *The Relevance of Development Ethics for USAID*, 2005, remaining 15 pages on "Development Ethics and USAID":
<http://www.developmentvalues.net/files/Publications/development%20ethics%20and%20usaid.pdf>
- (2) Des Gasper, *The Ethics of Development*, Chapter 1, "What is the Ethics of Development?" remaining 9 pages

Week 13 – April 28: Project Pitch Workshop

- *Class de-brief
- *In-class workshop on presentations

Hand back assignment: Team Project Proposal

Week 14 – May 5: Project Pitch Day

Assignment Due: Team Project Pitch

Week 15 – May 12: Careers in International Development

We will have a panel of mid-career and advanced-career 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?"

Required Reading:

None. Yippee! None next week, either. Wow.

Final Exam – date TBA: Last day to turn in extra credits

Other Important Information

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.

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.

Laptops and Phones in Class

Technology can either assist with or distract from learning. You may use laptops in this class for note-taking; should you opt to use technology during class time that is not in direct relation to course, you do so at your own risk: you will likely take less from the class and be less prepared for your major assignments. But you are responsible for your own learning. Your TA and I will not police your use. This policy is suspended for guest speakers: please give them your full attention always.

Staying Awake and Staying Comfortable

As with using technology, we expect you to be the best judge of the limits of your ability to concentrate and multitask. 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.

Students with Disabilities

The University is legally obligated to provide appropriate accommodations for students with documented disabilities. In order to for us 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 individual's 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. Decimals round up or down as you learned in math class.

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)
 - (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)
-