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*GVPT 356 – Spring 2015  
Innovation and Design for Entrepreneurship and Action  
("IDEAs") in Peace and Development  
Sections 0101, 0201*

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**0101 – SQH 2117 – 2:00-4:45 pm Mondays**

**0201 – SYM 3320 – 2:00-4:45 pm Thursdays**

<p style="text-align: center;">Dr. Stacy J. Kosko Office: 2117K Chincoteague Hall Email: <a href="mailto:sjkosko@umd.edu">sjkosko@umd.edu</a> Office phone: 301-314-7707</p> <p style="text-align: center;">** I do not respond to emails on weekends or evenings. You can reasonably expect a response within 48 hours. Please plan your questions accordingly.</p>	<p style="text-align: center;">Teaching Assistants (0101 only):</p> <p style="text-align: center;">Matthew Regan <a href="mailto:mrgregan@umd.edu">mrgregan@umd.edu</a> Maryland School of Public Policy PhD Program</p> <p style="text-align: center;">Brandon Juhaish <a href="mailto:bjuhaish@umd.edu">bjuhaish@umd.edu</a> Maryland School of Public Policy MPP in International Development Program</p>
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Dr. Kosko's Office Hours:  
Tuesdays 2-4 pm, 2117K Chincoteague

### Course Description

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. A list of real, concrete problems will be seeded by a network of contacts in governmental and intergovernmental agencies, non-governmental organizations, think tanks, and companies operating in these sectors. 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, including those who have seeded the problems. 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.

## Learning Objectives

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

1. Research, analyze and identify innovative solutions for key development challenges.
2. Link the concept of social entrepreneurship to the international development enterprise.
3. Demonstrate an ability to reach innovative/unconventional solutions by iteratively proposing ideas/strategies, receiving feedback, incorporating feedback and learning from failed approaches.
4. Demonstrate an ability to collaborate with others on developing an innovative analysis, project or solution, by incorporating different viewpoints and experiences.
5. Demonstrate the design thinking processes required to identify a problem, design a project for its solution, and develop a strategy for implementation.
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.

## Course Materials

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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.)

## Site Visits

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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 – details of each are on ELMS/Canvas

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**Research Brief (10%)** – 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.

**Issue Note, Needs Assessment/Asset Map, 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, 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.

**Problem Analysis (5%)** – This in-depth analysis of the problem your team is addressing will be completed individually, for an individual grade, and only after each team member has received feedback will the entire project team come bring their various analyses together in order to arrive at the most comprehensive, salient and clear analysis of the problem.

**Project Hypothesis (5%)** – This one- or two-sentence statement succinctly summarizes the problem and proposed solution. This is for a group grade.

**Results Framework (10%)** – 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. You will complete two drafts of this assignment (5% and 15%), both for a shared grade.

**Project Concept Note / Policy Brief (20%)** – 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 (20%)** – During a final, end-of-semester symposium at a Washington, DC, location to be announced, each team will “pitch” their project before an audience of policy makers and practitioners. Teams will be expected to respond to questions and critiques as they work to “sell” their ideas.

**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).

**Homework (5%)** – You will have a handful of small homework assignments, graded on a P/F basis. These will be posted and detailed on ELMS.

**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.un.org/foundation/) 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](https://www.smartbrief.com/un_wire/index.jsp)

## Course Grading

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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.

<b>Assignment</b>	<b>Due Date</b>	<b>% of Final Grade</b>
Class Participation	Ongoing	10%
Homework (Deep Dive & Interviews) (G)	Ongoing	5%
Research Brief	Week of Feb 16	10%
Problem Statement	Week of Feb 16 – in class	5%
Issue Note, Needs Assessment/ Asset Map, and Stakeholder Analysis -- project (G)	Week of March 2	10%
Problem Analysis (G)	Week of March 9	5%
Project Hypothesis (G)	Week of March 23	5%
Results Framework (G)	Week of March 30	10%
Concept Note/Policy Brief (G)	Week of May 4	20%
Proposal Pitch (G)	Week of Final Exams – TBA	20%
<b>TOTAL</b>		<b>100%</b>

## 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.

Date / Topic	In Class	To Prepare for Class	Assignment Due
<p><b>Week 1 – January 26/29: What is Social Entrepreneurship?</b></p>	<p><b>FIRST HALF:</b></p> <ul style="list-style-type: none"> <li>*What is this course all about?</li> <li>*How is it different from the other Development Capstone options?</li> <li>*What is the project and how have the issues been selected?</li> <li>*Quick review of development terms &amp; approaches</li> </ul> <p><u>In Class:</u> Solicit issue interest rankings and form project teams.</p> <p><b>SECOND HALF:</b></p> <ul style="list-style-type: none"> <li>*What is SE?</li> <li>*Who are Social Entrepreneurs?</li> <li>*What do they do? (“solve, innovate, create, and transform” in Ashoka’s terms)</li> </ul> <p><u>In Class:</u> Social Entrepreneurship and Changemaking presentation (Ashoka)</p>	<p>*Review the Ashoka website: <a href="http://usa.ashoka.org/">http://usa.ashoka.org/</a></p> <p><u>To Watch:</u></p> <ul style="list-style-type: none"> <li>*“U.S. Global Development Lab” (2 minutes) <a href="http://www.usaid.gov/news-information/videos/us-global-development-lab">http://www.usaid.gov/news-information/videos/us-global-development-lab</a></li> <li>*“Ernesto Sirolli: Want to help someone? Shut up and listen!” (17 minutes) <a href="http://youtu.be/chXsLtHqfdM">http://youtu.be/chXsLtHqfdM</a></li> <li>Maximin.org, “Introduction to the Maximin Project” (2:14 minutes) <a href="https://www.youtube.com/watch?v=iVy2KXrp9WQ">https://www.youtube.com/watch?v=iVy2KXrp9WQ</a></li> <li>The Maximin Project, “What is Good Development?” (4 minutes) <a href="https://www.youtube.com/watch?v=auOX8xDAp5o&amp;feature=youtu.be">https://www.youtube.com/watch?v=auOX8xDAp5o&amp;feature=youtu.be</a></li> </ul>	<p>In 60 seconds or less, be prepared to give the class a “pitch” for Ashoka’s model of changemaking.</p>
<p><b>Week 2 – February 2/5: What is “Human Centered Design”?</b></p>	<ul style="list-style-type: none"> <li>*What is “human-centered design” (to use the d.school’s terms)?</li> <li>*What are the five steps, or “modes” in the design process? (Empathize, Define, Ideate, Prototype, Test)</li> <li>*How does this relate to “Project Design” in international development?</li> </ul> <p><u>In Class:</u> Guest HCD Gurus Allie and Atin</p> <ul style="list-style-type: none"> <li>*Attempt to formulate a POV for your problem/project.</li> </ul>	<p><u>To Read:</u></p> <ul style="list-style-type: none"> <li>*Design Thinking Cheat Sheet (on Canvas)</li> <li>*Tim Brown &amp; Jocelyn Wyatt, “Design Thinking for Social Innovation,” <i>Stanford Social Innovation Review</i>, Winter 2010: <a href="http://www.ssireview.org/articles/entry/design_thinking_for_social_innovation">http://www.ssireview.org/articles/entry/design_thinking_for_social_innovation</a></li> <li>*Chris Fabian &amp; Robert Fabricant, “The Ethics of Innovation,” <i>Stanford Social Innovation Review</i>, August 5,</li> </ul>	<p>Assignment Due <i>later this week but BEFORE next class:</i></p> <ul style="list-style-type: none"> <li>*Due 2 days after class: 4 Deep Dive interviews</li> <li>*Due 3 days after class: brainstorm board (picture or document)</li> </ul>

2014:

[http://www.ssireview.org/blog/entry/the\\_ethics\\_of\\_innovation](http://www.ssireview.org/blog/entry/the_ethics_of_innovation)

**Week 3 – February 9/12: How Do We Know What to Do?**

\*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 ethical and practical challenges of trying to understand stakeholder perspective as an outside aid-worker or project planner?

In Class:

**FIRST HALF:**

Debrief Deep Dive with Allie and Atin

**SECOND HALF:**

\*Debrief ABCD exploration from homework.

\*In small groups: 1) Community Asset Mapping exercise using AMOS’s community mapping star; 2) Stakeholder Analysis exercise

\*Go over Issue Note, Needs Assessment/Asset Map, Stakeholder Analysis assignment (due in 3 weeks)

To Read:

\*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>.

\*Community Toolbox, *Community Assessment*, Chapter 3, Section 2, “Understanding and Describing the Community”:

<http://ctb.ku.edu/en/community-tool-box-toc/community-assessment/chapter-3-assessing-community-needs-and-resources-4>

\*Community Toolbox, *Community Assessment*, Chapter 3, Section 8, “Identifying Community Assets and Resources”:

<http://ctb.ku.edu/en/community-tool-box-toc/community-assessment/chapter-3-assessing-community-needs-and-resources-32>

\*Community Toolbox, *Toolkits: Assessing Community Needs and Resources*, “Example 10: The Barehuma Collaborative Community Development Project”:

<http://ctb.ku.edu/en/assessing-community-needs-and-resources#exampleTen>

\* David A. Crocker, “Cross-Cultural Criticism and Development Ethics,” *Philosophy and Public Policy Quarterly*, vol. 24, no. 3 (2004), p 2-8

To Explore:

\*An organization that uses (and trains people in) Asset-Based Community Development (ABCD):

<http://www.abcdinstitute.org/>

Assignment Due:

\*Deep Dive “Story” (6 minute in-class presentation)

\*Deep Dive +/- Board

<b>Week 4 – February 16/19: How Do We Identify and Analyze “the Problem”?</b>	<p>*What really counts as a “problem”?</p> <p>*How can we employ the insights of the “empathize” and “define” modes of the design process?</p> <p>*What makes a good problem statement?</p> <p>*What is “problem analysis”?</p> <p>*How do we identify the “root causes” of a problem?</p> <p><u>In Class:</u> 1) Complete “<a href="#">Deciding on a Problem Statement</a>” exercise (whole class, with discussion); 2) Begin work on problem statements in teams; test out on other teams; 3) 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></p> <p>*Community Toolbox, <i>Analyzing Community Problems and Designing and Adapting Community Interventions</i>, Chapter 17, Section 3, “Defining and Analyzing the Problem”:  <a href="http://ctb.ku.edu/en/community-tool-box-toc/analyzing-community-problems-and-designing-and-adapting-community-8">http://ctb.ku.edu/en/community-tool-box-toc/analyzing-community-problems-and-designing-and-adapting-community-8</a></p> <p>*American Red Cross, <i>Project Design &amp; Proposal Writing Guide</i>, 2006, “Problem Analysis,” p 11-16 (Section 3):  <a href="http://ngolearning.org/evanspmclass/Shared%20Documents/RedCrossLogframes.pdf">http://ngolearning.org/evanspmclass/Shared%20Documents/RedCrossLogframes.pdf</a>.</p>	<p>Assignment Due <u>(by start of class)</u>:  *Research Brief (3 pages)</p> <p>Assignment Due <u>(by end of class)</u>:  *Problem Statement (1 sentence)</p>
<b>Week 5 – February 23/26: How Do We Develop &amp; Test Ideas? (Ideate, Prototype, Test)</b>	<p>*How can we employ the insights of the “ideate,” “prototype,” and “test” modes of the design process?</p> <p><u>In Class:</u> Allie and Atin</p> <p>*Translate problem statements back into POVs.</p>	<p>TBD</p>	
<b>Week 6 – March 2/5: Whose Opinion Matters? (“Buy-in,” “Ownership,” and “Participation”)</b>	<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>*Participation best-practices?</p> <p><u>In Class:</u></p> <p>*Students break into teams and complete on-campus “field” exercise using one of the “increasing participation tools” in the readings (1.5 hours)</p> <p>*Return to class to present</p>	<p><u>To Watch:</u></p> <p>*“In Conversation: Participatory Development,” published Nov 29, 2012. The Challenges to Participatory Development Conference:  <a href="http://www.youtube.com/watch?v=21QVB42wsC8">http://www.youtube.com/watch?v=21QVB42wsC8</a></p> <p>* Review “Ernesto Sirolli: Want to help someone? Shut up and listen!”  <a href="http://youtu.be/chXsLtHafdM">http://youtu.be/chXsLtHafdM</a></p> <p><u>To Read:</u></p> <p>*David A. Crocker, <i>Ethics of Global Development</i>, Cambridge, 2008, first half of Chapter 10: “Deliberative Participation in Local Development,”</p>	<p>Assignment Due:  *Issue Note, Needs Assessment/Asset Map, Stakeholder Analysis (3 pages)</p>

	challenges and results	p 338-354 *Lindsay Whitfield. "Ownership and the Donor-Recipient Relationship," DIIS Working Paper, 2009 (click on PDF link) (6 pages): <a href="http://www.isn.ethz.ch/Digital-Library/Publications/Detail/?ots591=0c54e3b3-1e9c-be1e-2c24-a6a8c7060233&amp;lng=en&amp;id=110053">http://www.isn.ethz.ch/Digital-Library/Publications/Detail/?ots591=0c54e3b3-1e9c-be1e-2c24-a6a8c7060233&amp;lng=en&amp;id=110053</a>	
<b>Week 7 – March 9/12: Constructing a Project Hypothesis / Ideation lab</b>	*What is a "project hypothesis"? *How can we construct one?  <u>In Class:</u> *Project team work together to start brainstorming solutions to the problem they have identified.	<u>To Read:</u> *American Red Cross, <i>Project Design &amp; Proposal Writing Guide</i> , 2006, "Project Hypothesis," p 19-20 (Section 5): <a href="http://ngolearning.org/evanspmclass/Shared%20Documents/RedCrossLogframes.pdf">http://ngolearning.org/evanspmclass/Shared%20Documents/RedCrossLogframes.pdf</a> . *"U.S. Global Development Lab: The Catalog": <a href="http://www.usaid.gov/sites/default/files/documents/15396/USAID_Lab_The_Catalog_V1_5.pdf">http://www.usaid.gov/sites/default/files/documents/15396/USAID_Lab_The_Catalog_V1_5.pdf</a>	<b>Assignment Due:</b> *Problem Analysis (3 pages)  *Select 1 US Global Development Lab project that you find especially interesting and be prepared to tell the group why.
<b>Spring Break: March 16-23</b>	<b>ENJOY!</b>		
<b>Week 8 – March 23/26: Building a Results Framework</b>	*What is a results framework? *Why would we use one? *How is it different from a "logframe"?  <u>In Class:</u> (pending availability) <b>Guest Speaker, Lorea Russell</b> , M&E and Project Management Specialist; Collaborative RF group exercise	TBD	<b>Assignment Due:</b> *Project Hypothesis (1-2 sentences)
<b>Week 9 – March 30/April 2: Ideation Fishbowl</b>	<u>In Class:</u> *Each group will present its project idea and one 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 tweak their projects.  AND/OR		<b>Assignment Due:</b> *Results Framework (1 page)



	<p>*Prepare interview questions for someone who works on your issue but is NOT your client.</p> <p>Allie and Atin may join us again.</p>	
<p><b>Week 10 – April 6/9: Ideation Fishbowl &amp; Lab</b></p>	<p><u>In Class:</u>            *Teams present revised project ideas to class and receive additional feedback, if any.</p> <p>*Remainder of class spent in teams working on brief.</p>	
<p><b>Week 11 – April 13/16: Site Visit to Ashoka (to be confirmed)</b></p>	<p><u>Note:</u> 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.</p>	<p>*Familiarize yourself with site website.</p>
<p><b>Week 12 – April 20/23: Glamorous, High-Pressure, Big-Money Design?</b></p>	<p>*How on earth can the production design process possibly help us with project design for international development?            *What does this “world” have in common with int’l dev project management and implementation?</p> <p><u>In Class:</u> <b>Guest Speaker, David Korins</b>, Founder &amp; Principle Designer, <a href="#">David Korins Design</a></p> <p>*Nightclub design exercise</p>	<p>TBD</p>
<p><b>Week 13 – April 27/30: Ideation lab</b></p>	<p><u>In Class:</u> Team project work; professor and TAs “float”</p>	<p>Assignment Due:            *Interview notes (typed page or scanned notes)</p>
<p><b>Week 14 – May 4: Storytelling</b></p> <p><b>May 7: Storytelling AND Ideation Fishbowl</b></p>	<p><u>In Class:</u> Allie and Atin join us to teach “storytelling” to help you in your pitches.</p> <p><u>Thursday only</u> (last regular class): Teams present revised project ideas</p>	<p>Assignment Due:            *Project Brief (3 pages)</p>

<b>&amp; Lab</b>	to class and receive additional feedback, if any. Remainder of class spent in teams working on pitch.		
<b>Week 15 – May 11: Ideation Fishbowl &amp; Lab</b>  <b>(Sec 0201 does not meet.)</b>	<u>In Class</u> (Monday only): Teams present revised project ideas to class and receive additional feedback, if any. Remainder of class spent in teams working on pitch.		
<b>Final Exam – date TBA: Project Symposium &amp; Reception</b>	<b>Class will meet at a Washington, DC, location To Be Announced.</b>	Business attire is expected. Bring business cards if you have them (consider making a handful if you don't).	<b>Assignment Due:</b> <b>*Team Project Pitches (8 minutes + 2 min Q&amp;A)</b>



## Other Important Information

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### *This Class is a Safe Zone*

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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.

### *Class Participation*

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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, 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*

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I expect you to attend and participate in all classes. Your presence is also crucial to the success of your team. However, 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](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.

### *Religious Observances*

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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.

### *Laptops, Tablets, and Phones*

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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*

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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 (and seated!) attention always.

### *Students with Disabilities*

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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.

### *Academic Integrity*

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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*

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**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. I do not "round up"; an 89.9 is a B+.

**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:*

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- (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)