

## **International Development in Practice II: Innovative Approaches to Development**

Spring 2017

POLS 30596 (cross listed with IDS 30539 and with the College of Engineering CE 30710)

Instructors: Tracy Kijewski-Correa and Steve Reifenberg

Tuesday, Thursday 9.30-10.45 a.m.

DeBartolo 232

### **Course Description**

*Innovative Approaches to Development* is a highly interactive seminar, where the instructors and students will engage in creating and teaching a new course. The broad theme for the course will be around innovative and integrative approaches to address critical global challenges, with specific modules on:

1. Co-Creating Our Personal and Collective Journeys;
2. Design Thinking (Human Centered Design) & Futures Thinking;
3. Systems Thinking;
4. Negotiations (including Elicitive Training and Reflective Practice);
5. Implementation Science (including Accompaniment).

**This course will serve as a prototype for the first semester of the *Integration Lab for Global Affairs*, the first in a sequence of four Integration Lab courses in the **Keough School of Global Affairs' Master in Global Affairs when the School opens its doors in the fall 2017.****

Throughout the course, there will be opportunities for students to examine the Integration Lab concept from a comparative perspective with other programs with similar goals.

**The class will create** an innovative curricular space and ecosystem that connects theory and practice, integrating knowledge across different disciplines and professions. A central feature of the course will be the opportunity to work throughout the semester as a member of your "Development Advisory Team" (DAT) directly with an international development organization client that has identified a specific problem or opportunity.

Students will work on one of three DAT teams, that will liaise with the Notre Dame Initiative for Global Development (<http://ndigd.nd.edu/>) on a specific challenge/opportunities identified by Catholic Relief Services. On a competitive basis, there will be funds available for students interested in U.S.-based travel for research on their DAT projects (most likely over spring break).

For more information on past IDP II classes and information on the Development Advisory Team model, please see [https://intdev.squarespace.com/course-main-page/ - course](https://intdev.squarespace.com/course-main-page/-course).

In addition, each student will collaborate with the instructors in the design one of the course modules (2-5) and will lead, with their classmates, one class session within that module that has been jointly identified by peers with the instructors.

**Required Texts** (available at the ND Bookstore)

Tom Kelley and David Kelley, *Creative Confidence: Unleashing the Creative Potential Within Us All*, Crown Business, 2013

All other assigned readings will be posted on Sakai or available on reserve through the library.

**Course Requirements and Grading**

1. Class participation: Students will give feedback to their peers as well as evaluate their own participation (20%)
2. Module design and teaching (20%)
3. Development Advisory Team consulting project (40%)

<b>CHALLENGE: How might we foster a culture of integration within CRS that positively impacts communities?</b>		
<b>DAT CONSULTING PROJECT DELIVERABLE</b>	<b>FORMAT</b>	<b>DEADLINE</b>
DAT Concept Memo (2-3 pages, that includes statement of problem/opportunity, Team-specific HMW Question, Proposed approach and timeline)	one per team	<b>Thursday, 2/9 by 9:30 am</b>
DAT background paper (4-5 pages) -- one per individual student (feedback process with teammates)	One paper per individual  Review teammate's papers and compile feedback	<b>2/19 @ 11 pm</b>  <b>2/23 @ 9:30 am</b>
Revised Concept Memo (integrating insights from background papers and updated plan of attack)	One per team	<b>3/9 @ 9:30 am</b>
DAT recommendations document (10 or less pages)	One per team	<b>4/2 @ 11 pm</b>
Final integrated DAT report (20 pages or less) & presentation to partner organization	One per class	<b>4/27 @ 9:30 am</b>
Self-evaluation and evaluation of team member contribution	One per student	<b>5/2 @ 9:30 am</b>

4. Final learning synthesis project (20%) -- **due by May 9 @ 5 pm**  
Reflections on process -- one per team  
Self-reflection -- one per student

### **Attendance Policy & Participation Expectations**

What could be more important than being part of this creative process and attending each session? If you anticipate missing a class or are ill, we expect you to communicate with us (ideally before class) at [sreifenb@nd.edu](mailto:sreifenb@nd.edu) and [tkijewsk@nd.edu](mailto:tkijewsk@nd.edu) (please include both professors on any correspondence).

Class sessions may include a reading assignment or pre-work. It is expected these are completed prior to that session so that students can fully participate in the discussion and activities based on them.

### **Technology Policy**

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

### **Office Hours**

Reifenberg: Fridays, 1-3 pm, 130 Hesburgh Center

Kijewski-Correa: Wednesdays, 3-5 pm, 329 Hesburgh Center

*Note: If established hours are not convenient, instructors will be happy to arrange an alternative time upon request (by email).*

### **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/~hnr/code/docs/handbook.htm](http://www.nd.edu/~hnr/code/docs/handbook.htm) describes the principles, policies and procedures of the Academic Code of Honor.

## Tentative Course Schedule

<b>Module I: Co-Creating Our Personal and Collective Journey</b>		
<b>1</b>	<b>Tuesday, January 17</b>	<b>The Starting Point: Where Are We Going?</b>
	Lead	Reifenberg & Kijewski-Correa
	<p><i>All that is gold does not glitter, Not all those who wander are lost.</i></p> <p style="text-align: right;">J.R.R. Tolkien</p>	
	Reading	Course syllabus & read about colleagues in class (student bios and interest) on SAKAI
	Pre-Work	Reflect on your objectives for the class, as well as what you hope to contribute to the class.
	Learning Outcomes	<ul style="list-style-type: none"> <li>● Relationship to the i-Lab and KSGA Masters program</li> <li>● Understand course expectations</li> <li>● Overview of course modules and pedagogical approach</li> <li>● Introduction to DAT Project options</li> <li>● Module mapping</li> <li>● Formation of student teams co-creating each module</li> </ul>
<b>2</b>	<b>Thursday, January 19</b>	<b>Re-Imagining Course Design and Learning</b>
	Lead	Reifenberg
	<p><i>The art of teaching is the art of assisting discovery.</i></p> <p style="text-align: right;">Mark Van Doren</p> <p><i>No one learns as much about a subject as one who is forced to teach it.</i></p> <p style="text-align: right;">Peter Drucker</p>	
	Reading	L. Dee Fink, <i>A Self Directed Guide to Designing Course for Significant Learning</i> , in the book <i>Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses</i> Jossey-Bass, 2003 pages 1-35
	Pre-Work	<ul style="list-style-type: none"> <li>● Answer as many of the questions from the <i>Self Directed Guide</i> as you can before class.</li> </ul>

		<ul style="list-style-type: none"> <li>• Are there useful frameworks and ideas in this article for course design?</li> <li>• Are there insights will you try to take from the <i>Self Directed Guide</i> in designing the module you are planning to develop and teach?</li> </ul>
	Learning Outcomes	<ul style="list-style-type: none"> <li>• Clarity on model of course design</li> <li>• Identify collective and personal objectives</li> <li>• Articulate indicators of success</li> <li>• Map the semester-long class journey, formulating connections between modules</li> </ul>
<b>3</b>	<b>Tuesday, January 24</b>	<b>Teaching and Learning Loops</b>
	Lead	Reifenberg
	<p><i>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.</i></p> <p style="text-align: right;">Loris Malaguzzi</p> <p><i>To achieve great things, two things are needed: a plan, and not quite enough time.</i></p> <p style="text-align: right;">Leonard Bernstein</p>	
	Reading	<p>Ken Bain, <i>What the Best College Teachers Do</i>, Harvard University Press, 2004 Chapter 1 (pages 22-47) &amp; Chapter 5 (98-134)</p> <p>Making the Most of College: Students Speak Their Minds, Richard Light, Chapter 1 (pages 1-12) &amp; Chapter 4 (pages 45-68)</p>
	Pre-Work	<ul style="list-style-type: none"> <li>• Write up and bring to class one example of what you consider effective teaching and why. What was the impact it had on you?</li> <li>• What do you anticipate will be most challenging about this process of contributing to the syllabus and teaching a session? What are your thoughts for overcoming these challenges?</li> </ul>
	Learning Outcomes	<ul style="list-style-type: none"> <li>• Greater awareness of pedagogical tools and strategies for effective classes and effective teaching</li> <li>• Ability to draw lessons and practical insights from this awareness</li> <li>• Ability to put insights into practice</li> </ul>

<b>4</b>	<b>Thursday, January 26</b>	<b>Partner Briefing</b>
	Lead	Kijewski-Correa with NDIGD Team
	<p><i>The surprising, compelling mathematics of innovation: if you want more success, you have to be prepared to shrug off more failure.</i></p> <p style="text-align: right;">David and Tom Kelley in <i>Creative Confidence</i></p>	
	Reading	<p>Tom Kelley and David Kelley, <i>Creative Confidence: Unleashing the Creative Potential Within Us All</i>, Crown Business, 2013, Preface through Chapter 4 (p. xii-148)</p> <p>NDIGD Scope of Work (SOW) for DATs</p>
	Pre-Work	<ul style="list-style-type: none"> <li>Consider how “creative confidence” mindset might impact your work with your DAT client</li> </ul>
	Learning Outcomes	<ul style="list-style-type: none"> <li>Gather background on partner organization and their area of need</li> <li>Interact with project partners to better understand project scope, deliverables that would create value, and possible approaches to project</li> <li>Identify (after class) preferred DAT project and what each student personally brings to DAT team working on this project</li> </ul>
<b>5</b>	<b>Tuesday, January 31</b>	<b>Studio Session: Mapping Your Development Advisory Team Project</b>
	Lead	Reifenberg & Kijewski-Correa with Guest Tom Purekal, NDIGD
	<p><i>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.</i></p> <p style="text-align: right;">David and Tom Kelley in <i>Creative Confidence</i></p>	
	Reading	Tom Kelley and David Kelley, <i>Creative Confidence</i> , pages 149- 256
	Pre-Work	<ul style="list-style-type: none"> <li>What are the central insights of <i>Creative Confidence</i> that are relevant to addressing complex global problems?</li> </ul>

		<ul style="list-style-type: none"> <li>• What relevance do these have for your practical work with your DAT client and on the development of the i-Lab concept at Notre Dame?</li> </ul>
	Learning Outcomes	<ul style="list-style-type: none"> <li>• Reframe/rescope challenge presented by partner organization</li> <li>• Understand the specific deliverables and expectations of the DAT projects</li> <li>• Develop preliminary project plan and map resources needed</li> </ul>
<b>6</b>	<b>Thursday, February 2</b>	<b>Introduction to Visual Thinking</b>
	Lead	Kijewski-Correa
	<p><i>A picture is worth a thousand words.</i></p> <p style="text-align: right;">English Idiom</p> <p><i>Visual thinking is an extraordinarily powerful way to solve problems, and though it may appear to be something new, the fact is that we already know how to do it.</i></p> <p style="text-align: right;">Dan Roam in <i>The Back of the Napkin</i></p>	
	Reading	The Back of the Napkin, Dan Roam, Chapters 5 and 6
	Pre-Work	<ul style="list-style-type: none"> <li>• Complete the “Which Color is Your Pen” Self-Assessment (Posted as PDF on Sakai)</li> <li>• Complete “The Bird-Dog Drill” on p. 2-3 of <i>The Back of the Napkin</i> excerpt posted on Sakai</li> </ul>
	Learning Outcomes	<ul style="list-style-type: none"> <li>• Identify your level of Visual Confidence</li> <li>• Learn common Visual Thinking toolsets that can build this confidence</li> <li>• Understand which visual communication frameworks work in best specific applications</li> <li>• Practice your Visual Thinking skills through Development Advisory Team project case study</li> </ul>
<b>Module II: Design Thinking and Futures Thinking</b>		
<b>7</b>	<b>Tuesday, February 7</b>	<b>Introduction to Design Thinking &amp; Research Skillsets/Mindsets</b>

	Lead	Kijewski-Correa (w/ DT Team)
	<i>DESIGN the change you want to see in the world.</i>	
	<i>Tracy Kijewski-Correa</i>	
	Reading	Tim Brown and Jocelyn Wyatt, <i>Design Thinking for Social Innovation</i> . (posted on Sakai)
	Pre-Work	<ul style="list-style-type: none"> <li>Consider how the Design Thinking process can be leveraged for our DAT Project with CRS.</li> <li>How would your DAT (donors, peers, CRS, end users) apply Design Thinking to respond to your team's proposed How Might We question</li> </ul>
	Learning Outcomes	<ul style="list-style-type: none"> <li>Understand the overall trajectory of the Design Thinking module, how it relates to DAT Project, deliverables/expectations</li> <li>Introduce the Design Thinking (DT) process</li> <li>Practice skillsets and mindsets associated with the Research phase of the DT process</li> </ul>
<b>8</b>	<b>Thursday, February 9</b>	<b>Design Thinking II</b>
	Lead	Guests: Maria Gibbs and Dustin Mix
	<i>Quote</i>	
	<i>source</i>	
	Video	<a href="#"><i>Bancarización: Bringing a Savings Product to Market</i></a>
	Pre-Work	<ul style="list-style-type: none"> <li>As you watch the IDEO.org video, <b>draw</b> the Bancomer design project using the three spaces of design thinking (<i>Inspire – Ideate - Implement</i>)</li> <li>Note: Your drawing should not be elaborate or time consuming; Draw as you watch and only use the duration of the video to sketch.</li> </ul>
	Learning Outcomes	<ul style="list-style-type: none"> <li></li> </ul>
<b>9</b>	<b>Tuesday, February 14</b>	<b>Gift of Doubt</b>
	Lead	Reifenberg
	<i>Creativity always comes as a surprise to us; therefore we can never count on it and we dare not believe in it until it has happened.</i>	



		Albert Hirschman
	Reading	<a href="#">Malcolm Gladwell, The Gift of Doubt: Albert O. Hirschman and the Power of Failure, The New Yorker</a> Hirschman, Albert O., The Principle of the Hiding Hand, from Development Projects Observed, from Development Projects Observed, The Brookings Institution, pages 9-35
	Pre-Work	
	Learning Outcomes	
<b>10</b>	<b>Thursday, February 16</b>	<b>Design Thinking III</b>
	Lead	Reifenberg & Kijewski-Correa
	Reading	
	Pre-Work	
	Learning Outcomes	
<b>11</b>	<b>Tuesday, February 21</b>	<b>TEACHING: Application and Synthesis of Design Thinking</b>
	Lead	<insert student names>
	Reading	
	Pre-Work	
	Learning Outcomes	
<b>12</b>	<b>Thursday, February 23</b>	<b>Studio Session: DAT Projects as Design Challenges</b>
	Lead	Reifenberg & Kijewski-Correa
	Reading	
	Pre-Work	

	Learning Outcomes	
<b>13</b>	<b>Tuesday, February 28</b>	<b>Introduction to Futures Thinking</b>
	Lead	Reifenberg & Kijewski-Correa
	Reading	
	Pre-Work	
	Learning Outcomes	
<b>Module III: Systems Thinking</b>		
<b>14</b>	<b>Thursday, March 2</b>	<b>Systems Thinking I</b>
	Lead	Kijewski-Correa
	<i>No problem can be solved from the same level of consciousness that created it.</i> Albert Einstein	
	Reading	
	Pre-Work	
	Learning Outcomes	
<b>15</b>	<b>Tuesday, March 7</b>	<b>Systems Thinking II</b>
	Lead	Kijewski-Correa
	Reading	
	Pre-Work	
	Learning Outcomes	
<b>16</b>	<b>Thursday, March 9</b>	<b>Systems Thinking III</b>
	Lead	Kijewski-Correa
	Reading	

	Pre-Work	
	Learning Outcomes	
<b>x</b>	<b>Tuesday, March 14</b>	<b>SPRING BREAK</b>
<b>x</b>	<b>Thursday, March 16</b>	<b>SPRING BREAK</b>
<b>17</b>	<b>Tuesday, March 21</b>	<b>Systems Thinking IV</b>
	Lead	Kijewski-Correa
	Reading	
	Pre-Work	
	Learning Outcomes	
<b>18</b>	<b>Thursday, March 23</b>	<b>TEACHING: Application and Synthesis of Systems Thinking</b>
	Lead	<insert student names>
	Reading	
	Pre-Work	
	Learning Outcomes	
<b>Module IV: Negotiations</b>		
<b>19</b>	<b>Tuesday, March 28</b>	<b>Negotiations I</b>
	Lead	Reifenberg
	Reading	
	Pre-Work	
	Learning Outcomes	
<b>20</b>	<b>Thursday, March 30</b>	<b>Negotiations II</b>

	Lead	Reifenberg
	Reading	
	Pre-Work	
	Learning Outcomes	(Bellicoso – plus evening session)
<b>21</b>	<b>Tuesday, April 4</b>	<b>Negotiations III</b>
	Lead	Reifenberg
	Reading	
	Pre-Work	
	Learning Outcomes	(elicitive vs prescriptive model – Lederach)
<b>22</b>	<b>Thursday, April 6</b>	<b>Flex Period/Studio Time</b>
	Lead	Reifenberg & Kijewski-Correa
	Reading	
	Pre-Work	
	Learning Outcomes	
<b>23</b>	<b>Tuesday, April 11</b>	<b>TEACHING: Application and Synthesis of Negotiations</b>
	Lead	<insert student names>
	Reading	
	Pre-Work	
	Learning Outcomes	
<b>24</b>	<b>Thursday, April 13</b>	<b>DAT PRESENTATIONS: TRIAL</b>

	Lead	Reifenberg & Kijewski-Correa
	Reading	
	Pre-Work	
	Learning Outcomes	<ul style="list-style-type: none"> <li>• Practice DAT Presentation</li> <li>• Incorporate feedback from instructors &amp; peers</li> </ul>
<b>Module V: Implementation Science</b>		
<b>25</b>	<b>Tuesday, April 18</b>	<b>Implementation Science I</b>
	Lead	Reifenberg & Kijewski-Correa
	Reading	
	Pre-Work	
	Learning Outcomes	
<b>26</b>	<b>Thursday, April 20</b>	<b>Implementation Science II</b>
	Lead	Reifenberg & Kijewski-Correa
	Reading	
	Pre-Work	
	Learning Outcomes	
<b>27</b>	<b>Tuesday, April 25</b>	<b>TEACHING: Application and Synthesis of Implementation Science</b>
	Lead	<insert student names>
	Reading	
	Pre-Work	

	Learning Outcomes	
<b>28</b>	<b>Thursday, April 27</b>	<b>DAT PRESENTATIONS: FINAL</b>
	Lead	Reifenberg & Kijewski-Correa
	Reading	
	Pre-Work	
	Learning Outcomes	<ul style="list-style-type: none"> <li>• Deliver final DAT Presentation</li> <li>• Evaluate peers</li> </ul>
<b>29</b>	<b>Tuesday, May 2</b>	<b>Final Class Synthesis</b>
	Lead	Reifenberg & Kijewski-Correa
	Reading	
	Pre-Work	
	Learning Outcomes	<ul style="list-style-type: none"> <li>• Synthesize what have we accomplished</li> <li>• Synthesize what have we learned?</li> <li>• Synthesize our individual and collective contributions</li> </ul>

	<b>May 10 10.30-12.30</b>	<ul style="list-style-type: none"> <li>• Time slot for the final exam -- we'll use for small group meetings with instructors.</li> <li>• Final synthesis paper due.</li> </ul>
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