

## **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 Ellictive 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%)

| <b>MODULE DESIGN DELIVERABLES<br/>(Posted as assignments on Sakai)</b>   | <b>FORMAT</b>       | <b>DEADLINE</b>   |
|--|---------------------|---|
| Prototype of Module (Completed syllabus sections co-created with instructors)  | one per module team | Sunday, 2/26 by 11 pm                                       |
| Student-delivered lecture (dates shown as deadline may be changed if students wish to deliver their lecture earlier in that module)  | one per module team | ST: Thursday, 3/23<br>N: Tuesday, 4/11<br>IS: Tuesday, 4/25 |
| <b>GOOGLE DRIVES FOR EACH MODULE TEAM:</b><br>ST: <a href="https://drive.google.com/open?id=0B1OfO7NrRZw-Mnl2WXhVcUZrcWM">https://drive.google.com/open?id=0B1OfO7NrRZw-Mnl2WXhVcUZrcWM</a><br>Neg: <a href="https://drive.google.com/open?id=0B1OfO7NrRZw-ZWdQY0FraTY0dVk">https://drive.google.com/open?id=0B1OfO7NrRZw-ZWdQY0FraTY0dVk</a><br>IS: <a href="https://drive.google.com/open?id=0B1OfO7NrRZw-bXZGYmlzZXhqcUU">https://drive.google.com/open?id=0B1OfO7NrRZw-bXZGYmlzZXhqcUU</a> |                     |   |

3. Development Advisory Team consulting project (40%)

| <b>CHALLENGE:</b> HMW empower CRS to foster a culture of integration that positively impacts its beneficiary communities?   |               |                          |
|---|---------------|--------------------------|
| <b>GOOGLE DRIVES FOR DAT DELIVERABLES:</b><br><a href="https://drive.google.com/open?id=0B1OfO7NrRZw-ZjISZTIDV25ETDA">https://drive.google.com/open?id=0B1OfO7NrRZw-ZjISZTIDV25ETDA</a> |               |                          |
| <b>DAT DELIVERABLES<br/>(Posted as assignments on Sakai)</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  | Thursday, 2/9 by 9:30 am |

|   |   |                                      |
|---|---|--------------------------------------|
| DAT background paper Proposal (2-3 pages) -- one per individual student (feedback process with teammates) | 1: One paper per individual<br>2: Review teammate's papers and compile feedback | 1: 2/19 @ 11 pm<br>2: 2/23 @ 9:30 am |
| DAT background paper (4-5 pages) -- on per individual student   | One per team  | 3/9 @ 9:30 am                        |
| DAT recommendations document (10 or less pages)   | One per team  | 4/2 @ 11 pm                          |
| Final integrated DAT report (20 pages or less) & presentation to partner organization                     | One per class   | 4/27 @ 9:30 am                       |
| Self-evaluation and evaluation of team member contribution  | One per student   | 5/2 @ 9:30 am                        |

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

| Module I: Co-Creating Our Personal and Collective Journey |  |  |
|---|--|--|
| <b>1</b>  | <b>Tuesday, January 17</b>   | <b>The Starting Point: Where Are We Going?</b>   |
|   | Lead   | Reifenberg & Kijewski-Correa   |
|   | <i>All that is gold does not glitter,<br/>Not all those who wander are lost.</i> <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   |
|   | <i>The art of teaching is the art of assisting discovery.</i> <p style="text-align: right;">Mark Van Doren</p><br><i>No one learns as much about a subject as one who is forced to teach it.</i> <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>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>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)  |
|          | <p><i>Talent hits a target no one else can hit; genius hits a target no one else can see.</i><br/>Arthur Schopenhauer</p> <p><i>DESIGN the change you want to see in the world.</i><br/>Tracy Kijewski-Correa</p> |   |
|          | Reading   | Tim Brown and Jocelyn Wyatt, <i>Design Thinking for Social Innovation</i> . (posted on Sakai)   |
|          | Pre-Work  | <p>Consider two questions:</p> <ul style="list-style-type: none"> <li>• How might the Design Thinking process 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 specific 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: Case Study</b>  |
|          | Lead  | Guests: Maria Gibbs and Dustin Mix  |
|          | <p><i>Design thinking is no secret key to a magic kingdom of innovation.</i><br/><a href="#"><i>Helen Walters</i></a></p>   |   |
|          | Video   | <a href="#"><i>Bancarización: Bringing a Savings Product to Market</i></a>  |
|          | Pre-Work  | <ul style="list-style-type: none"> <li>• Divide an 8.5" x 11" piece of paper into three sections. Label them with the headings <i>Inspire</i>, <i>Ideate</i>, and <i>Implement</i>, the stages of DT referenced in the readings from last class by Tim Brown. As you watch the IDEO.org video, <b>draw</b> aspects of the team's design process, sorting them into the stage to which you believe they belong (FYI -- no right/wrong answers here!).</li> </ul> |

|           |  |   |
|-----------|--|---|
|           |  | <ul style="list-style-type: none"> <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>Understand the strengths and weaknesses of the design thinking process</li> <li>Understand different modalities of the design thinking process to engage communities in innovation.</li> </ul>   |
| <b>9</b>  | <b>Tuesday, February 14</b>  | <b>Introduction to Ideation Phase Mindsets &amp; Skillsets</b>  |
|           | Lead   | Kijewski-Correa & Reifenberg  |
|           | <i>A designer is an emerging synthesis of artist, inventor, mechanic, objective economist and evolutionary strategist.</i><br>R. Buckminster Fuller                      |   |
|           | Reading  | <a href="#">CRS Propack I - Chapter II: Cross-Cutting Issues in Project Design</a> (p. 8-22 -- FYI, p. 36 and Appendix of this document may also be a beneficial reference to clarify terms or frameworks used)   |
|           | Pre-Work   | Use this reading to gain insights into the CRS (current) approach to integration of cross-cutting themes. Record each: <ul style="list-style-type: none"> <li>Key insight on a blue post it</li> <li>Question you might have on an orange post-it</li> <li>Idea you might have on a pink post it</li> </ul> |
|           | Learning Outcomes  | <ul style="list-style-type: none"> <li>SEE: Understand the skillsets and mindsets associated with the Ideation Phase</li> <li>DO: Practice these skillsets and mindsets within the context of your DAT project</li> </ul>   |
| <b>10</b> | <b>Thursday, February 16</b>   | <b>Studio Session: Open Work for DAT Projects</b>   |
|           | Lead   | Reifenberg & Kijewski-Correa  |
|           | <i>The people who need design ingenuity the most, the poorest 90% of the global population, have historically been deprived of it.</i><br>Alice Rawsthorn, Design critic |   |
|           | Reading  | <a href="#">Pro-Pack Post-It Questions (from 2/14/17 Class)</a><br><a href="#">Feedback/Comments on DAT Concept Memos</a>   |


|   |  |   |
|---|--|---|
|   | Pre-Work   | <ul style="list-style-type: none"> <li>• Reflect on how you might, as a team, update your DAT Concept Memo in light of the feedback you received and your new insights from Pro-Pack</li> <li>• Identify a particular topic/question from your team's Concept Memo that you might like to investigate for your Background Paper.</li> </ul> |
|   | Learning Outcomes  | Continued application of the concepts of design thinking (Inspiration & Ideation Phases) to CRS H.M.W. and DAT Concept Memos  |
|  | <b>Sunday, Feb 19th at 11 pm</b>   | <b>Background Paper Proposal (2-3 pages) -- one per individual student</b>  |
| <b>11</b>   | <b>Tuesday, February 21</b>  | <b>TEACHING:<br/>Application and Synthesis of Design Thinking</b>   |
|   | Lead   | Annelise Gill-Wiehl, Nardos Ayele, Ruying Gao   |
|   | <p><i>"There are many versions of you, and they are all 'right'" - Burnet &amp; Evans</i></p> <p><i>"We shall not cease from exploration, and the end of all our exploring will be to arrive where we started, and know the place for the first time." - T. S. Eliot</i></p> |   |
|   | Reading  | Designing Your Life: pages 16-26, 34 & 36 (Available as PDFs in Sakai)  |
|   | Pre-Work   | <ol style="list-style-type: none"> <li>1) Complete your very own "love, work, play, and health" gauge!</li> <li>2) Make a visual on your workview/lifeview!</li> </ol>  |
|   | Learning Outcomes  | <ul style="list-style-type: none"> <li>• Apply the the tactics of design thinking to reflect on your individual life</li> <li>• Comprehend the scalability of design thinking tactics</li> <li>• Realize that there is more than one path for a "successful" life</li> <li>• Expand ideation of possible life plans</li> </ul>              |
| <b>12</b>   | <b>Thursday, February 23</b>   | <b>The Gift of Doubt</b>  |
|   | Lead   | Reifenberg  |
|   | <p><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></p> <p style="text-align: right;">Albert Hirschman</p>  |   |

|   |   |  |
|---|---|--|
|   | Reading   | <p>Malcolm Gladwell, The Gift of Doubt: Albert O. Hirschman and the Power of Failure, The New Yorker (on SAKAI)</p> <p>Hirschman, Albert O., The Principle of the Hiding Hand, from Development Projects Observed, from Development Projects Observed, The Brookings Institution, pages 9-35 (on SAKAI)</p>  |
|   | Pre-Work  | <ol style="list-style-type: none"> <li>1. What do you understand by Hirshman's "The shortest line between two points is a dead end"? Give an example.</li> <li>2. What relationship does the Hiding Hand have with creativity in Hirschman's perspective? Given an example.</li> <li>3. Come prepared to share some "doubt" about your current conception of your DAT concept memo.</li> </ol> |
|   | Learning Outcomes   | <ul style="list-style-type: none"> <li>• Explore the strengths and shortcomings of the design thinking process.</li> <li>• Understand Albert Hirschman's "Argument about Doubt".</li> <li>• Reflect on your DAT plans and decide on where you might think/doubt more.</li> </ul>   |
|  | <b>Sunday, 2/26 by 11 pm</b><br>one per module team   | Prototype of Module (Completed syllabus sections co-created with instructors)  |
| <b>13</b>   | <b>Tuesday, February 28</b>   | <b>Studio Session: Open Work for DAT Projects</b>  |
|   | Lead  | Reifenberg & Kijewski-Correa   |
|   | <p><i>Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved.</i></p> <p>Mattie Stepanek, "a poet, a peacemaker, and a philosopher who played"</p> |  |
|   | Reading   | Review Background Paper Proposals of your teammates ( <a href="#">on Google Drive</a> )  |
|   | Pre-Work  | Prepare feedback to further refine and synergize the proposals.  |
|   | Learning Outcomes   | Continued application of the concepts of design thinking (Inspiration & Ideation Phases) to CRS H.M.W. and Background Paper proposal   |


| Module III: Systems Thinking |   |   |
|------------------------------|---|---|
| 14                           | Thursday, March 2   | Introduction to Systems Thinking  |
|                              | Lead  | Kijewski-Correa   |
|                              | <i>No problem can be solved from the same level of consciousness that created it.</i><br>Albert Einstein  |   |
|                              | Reading   | Select one of the items you need to read/have read for your background paper  |
|                              | Pre-Work  | <p>Consider a organization, case study or project you are exploring for your Background Paper:</p> <ol style="list-style-type: none"> <li>Identify its key parts? (Could be stakeholders, parts of an organization, actions in a process)</li> <li>Do the parts affect each other? If so, how? What's their relation?</li> <li>Do the parts together produce an effect that is different from the effect of each part on its own? If so, how?</li> <li>Does the effect (behavior over time) persist? Does this change with circumstances?</li> </ol> <p>Feel free to use visuals if you like to summarize these insights. We will use these in class for application of basic System's Thinking concepts.</p> |
|                              | Learning Outcomes   | <ul style="list-style-type: none"> <li>LEARN: Introduce fundamental concepts of systems mapping</li> <li>LEARN: Establish standard notations, visualizations used in system mapping</li> <li>DO: Apply to specific system explored by background paper</li> </ul>   |
| 15                           | Tuesday, March 7  | <b>TEACHING:</b><br><b>Application and Synthesis of Systems Thinking</b>  |
|                              | Lead  | Olivia August, Emma Cooper, Luke Maillie, and Nicole Waddick  |
|                              | <i>There are no separate systems. The world is a continuum. Where to draw a boundary around a system depends on the purpose of the discussion.</i><br>Donella H. Meadows, Thinking in Systems: A Primer |   |

|   |   |   |
|---|---|---|
|   | Reading   | <a href="#">Case Study: Peacebuilding in Northern Ghana</a>   |
|   | Pre-Work  | <p>List all the actors and components in:</p> <ol style="list-style-type: none"> <li>1. The risk factors of violent conflicts</li> <li>2. CRS' peacebuilding solution from <i>Peacebuilding in Northern Ghana</i>.</li> </ol> <p>Come prepared to map them out!</p>   |
|   | Learning Outcomes   | <p>Apply systems thinking in order to identify how the factors involved in violent conflict relate to the solutions proposed by CRS.</p> <ul style="list-style-type: none"> <li>• LEARN: CRS's work on peacebuilding and youth in Ghana and how they approached a solution</li> <li>• DO: Create map of the problem that CRS faced and the solution that they came up with and how these maps relate to each other</li> </ul> |
|  | <b>Thursday, March 9</b>  | <b>Background Papers Due (one per student)</b>  |
| <b>16</b>   | <b>Thursday, March 9</b>  | <b>Systems of Systems</b>   |
|   | Lead  | Kijewski-Correa   |
|   | <p><i>I have yet to see any problem, however complicated, which, when looked at in the right way, did not become still more complicated.</i></p> <p>Poul Anderson</p> |   |
|   | Reading   | Continue reading materials you are already reading for your background paper  |
|   | Pre-Work  | Make a list of the processes and systems associated with the organization, case study or project you are exploring for your Background Paper. Who/what are these? How do they relate to one another? (use visuals if you like)  |
|   | Learning Outcomes   | <ul style="list-style-type: none"> <li>• LEARN: Expand toolset for mapping systems</li> <li>• DO: Create &amp; share system maps for each of the DAT subteam investigations (CRS, Donors, Peers, End Users)</li> </ul>  |
| <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 &amp; Synthesis</b>  |

|           |  |  |
|-----------|--|--|
|           | Lead   | Kijewski-Correa  |
|           | <p><i>No one can define or measure justice, democracy, security, freedom, truth, or love. No one can define or measure any value. But if no one speaks up for them, if systems aren't designed to produce them, if we don't speak about them and point toward their presence or absence, they will cease to exist.</i></p> <p>Donella H. Meadows, <i>Thinking in Systems: A Primer</i></p> |  |
|           | Reading  | Read the background papers of your DAT teammates (located <a href="#">your background paper folder</a> ).  |
|           | Pre-Work   | <p>Complete the assessment of your DAT teammate's papers using the <a href="#">assessment form in your background paper folder</a>. (each student on the team should claim a tab in this Google sheet and enter in peer and self evaluations of DAT Background papers)</p> <p>Note: End user team members who were absent 3/9 must complete individual background paper systems maps prior to class. Materials are available in the classroom. Slides from Class 16 can be accessed <a href="#">here</a> for guidance.</p> |
|           | Learning Outcomes  | <ul style="list-style-type: none"> <li>• LEARN: Conceptualize interrelations between subsystems within larger system</li> <li>• DO: Link DAT system maps to form a map of the larger system CRS ecosystem</li> </ul>   |
| <b>18</b> | <b>Thursday, March 23</b>  | <b>Systems &amp; Synthesis (con't)</b>   |
|           | Lead   | Tracy Kijewski-Correa  |
|           | <p><i>"You don't think your way to creative work. You work your way to creative thinking."</i></p> <p>George Nelson, American Industrial Designer</p>  |  |
|           | Reading  | N/A  |
|           | Pre-Work   | Any follow up research or information your team identified in Tuesday's class that would be helpful to continue mapping, integrating and generating insights for your DAT team   |
|           | Learning Outcomes  | <ul style="list-style-type: none"> <li>• DO: Continue to synthesize research insights</li> <li>• DO: Identify connections within and across DAT teams</li> </ul>   |

|   |   |   |
|---|---|---|
|   |   | <ul style="list-style-type: none"> <li>DO: Identify questions for Aaron Chassy</li> </ul>   |
|  | <b>Sunday, March 26</b>   | <b>Submit one page DAT Briefing (by 11 pm) <a href="#">HERE</a></b>   |
| <b>Module IV: Negotiations</b>  |   |   |
| <b>19</b>   | <b>Tuesday, March 28</b>  | <b>Negotiation I: Introduction to Negotiation Module--<br/>Conversation with CRS representative</b>   |
|   | Lead  | Reifenberg & Kijewski-Correa  |
|   | <p><i>"Diplomacy is the art of letting someone else have your way."</i><br/>—Daniele Vare, Italian diplomat</p> |   |
|   | Reading   | <a href="#">"Negotiating the Capstone Experience" by Steve Reifenberg and Sean Long</a><br><a href="#">Review the DAT Briefings</a>   |
|   | Pre-Work  | How might we constructively apply one specific idea from "Negotiating the Capstone Experience" to prepare for meeting with Aaron Chassy?  |
|   | Learning Outcomes   | <ul style="list-style-type: none"> <li>LEARN : Understand the variety of negotiation relationships in the DAT project (and most any complex project)</li> <li>LEARN: Apply negotiation framework as an entry point for dialogue with a partner/client</li> <li>DO: Engage in effective dialogue with partner organization representative</li> </ul> |
| <b>20</b>   | <b>Thursday, March 30</b>   | <b>Negotiations II</b>  |
|   | Lead  | Reifenberg  |
|   | <p><i>"Power is the ability to influence the decisions of others" -- Roger Fisher</i></p>                       |   |
|   | Reading   | <ul style="list-style-type: none"> <li><a href="#">Getting to Yes, Roger Fisher and William Ury, Chapters 1-4</a></li> </ul>  |
|   | Pre-Work  | <ul style="list-style-type: none"> <li>How might you constructively apply one specific idea from the "Getting to Yes" reading to your DAT project (i.e., negotiating scope, negotiating relationship with partner, negotiating with team, etc.)?</li> </ul>   |
|   | Learning Outcomes   | <ul style="list-style-type: none"> <li>LEARN: Understand interests and options</li> </ul>   |





|   |  |   |
|---|--|---|
|   |  | <ul style="list-style-type: none"> <li>DO: Engage the “Principled Negotiation” approach to real life DAT challenges</li> </ul>  |
|  | <b>Sunday, April 2 by 11 p.m.</b>  | DAT summary of lessons from research and cases, insights and recommendations document, one per team (10 or less pages)<br><a href="https://drive.google.com/drive/folders/0B1OfO7NrRZw-eGdwYm5GUIVwa0U">https://drive.google.com/drive/folders/0B1OfO7NrRZw-eGdwYm5GUIVwa0U</a> |
| <b>21</b>   | <b>Tuesday, April 4</b>  | <b>Negotiations III: Studio Session</b>   |
|   | Lead   | Reifenberg & Kijewski-Correa  |
|   | Reading  | Read three other DAT groups recommendation documents<br><a href="https://drive.google.com/drive/folders/0B1OfO7NrRZw-eGdwYm5GUIVwa0U">https://drive.google.com/drive/folders/0B1OfO7NrRZw-eGdwYm5GUIVwa0U</a>   |
|   | Pre-Work   | From the perspective of the CRS partner, how might we best synthesize the findings from the four DAT group recommendations?   |
|   | Learning Outcomes  | LEARN: Be aware of preparation, execution, and reflection on a experience of negotiating<br>DO: Apply negotiation principles to synthesize DAT recommendations  |
| <b>22</b>   | <b>Thursday, April 6</b>   | <b>Negotiations IV</b>  |
|   | Lead   | Reifenberg  |
|   | <i>“Reconciliation is understood as both a place we are trying to reach and the journey that we take up with each other.” – John Paul Lederach</i> |   |
|   | Reading  | Preparing for Peace: Conflict Transformation Across Cultures by John Paul Lederach Chapter 5-7, page 47-70<br><a href="https://drive.google.com/drive/u/1/folders/0B1OfO7NrRZw-ZWdQY0FraTY0dVk">https://drive.google.com/drive/u/1/folders/0B1OfO7NrRZw-ZWdQY0FraTY0dVk</a>     |
|   | Pre-Work   | Write up and hand in at class (one typed page) <ul style="list-style-type: none"> <li>How might you constructively apply two specific ideas from the “Conflict Transformation” reading to your DAT project</li> </ul>   |
|   | Learning Outcomes  | <ul style="list-style-type: none"> <li>LEARN: Understand the “Elicitive Model” for conflict resolution and peacebuilding</li> </ul>   |



|           |  |  |
|-----------|--|--|
|           |  | <ul style="list-style-type: none"> <li>• LEARN: Explore the tension between the elicitive and prescriptive models</li> <li>• DO: Apply the elicitive model to DAT experience</li> </ul>  |
|           | <b>Sunday, April 9 by 11 p.m.</b>  | <p>Each DAT group submit work to be share with CRS client Aaron Chassy:<br/>2-page Executive Summary plus 7 or 8 pages of supporting “background package”<br/><a href="https://drive.google.com/drive/folders/0B1OfO7NrRZw-eGdwYm5GUIVwa0U">https://drive.google.com/drive/folders/0B1OfO7NrRZw-eGdwYm5GUIVwa0U</a></p>  |
| <b>23</b> | <b>Tuesday, April 11</b>   | <b>Negotiations Session V</b><br><b>Application and Synthesis of Negotiations</b>  |
|           | Lead   | Andrea Ringer, Tiffany Tran, Keelan Rushing  |
|           | <p><i>“All compromise is based on give and take, but there can be no give and take on fundamentals. Any compromise on mere fundamentals is a surrender. For it is all give and no take.” - Gandhi</i></p> <p><i>“Let the future say of our generation that we sent forth mighty currents of hope and that we worked together to heal the world.” - Jeffrey Sachs</i></p> |  |
|           | Reading  | <ul style="list-style-type: none"> <li>• <a href="#">Getting Past NO</a> William Ury, pp. 3-14</li> </ul>  |
|           | Pre-Work   | <ul style="list-style-type: none"> <li>• Watch <a href="https://www.ted.com/talks/william_ury">https://www.ted.com/talks/william_ury</a> - The Walk from “No” to “Yes</li> <li>• Reflect on the Breakthrough Negotiation strategy and its five steps. Identify a time when you were in a challenging negotiation and were faced with a barrier. Map out what you did, considering the five steps in this strategy.</li> </ul>                      |
|           | Learning Outcomes  | <ul style="list-style-type: none"> <li>• LEARN: Understand and utilize the different negotiation approaches <ul style="list-style-type: none"> <li>• Principled negotiations approach</li> <li>• Elicitive/ prescriptive model approach</li> <li>• Breakthrough negotiations strategy approach</li> </ul> </li> <li>• LEARN: Identify negotiating skills, weaknesses and strengths as an individual and as a DAT Team (using a toolkit)</li> </ul> |

|   |  |  |
|---|--|--|
|   |  | <ul style="list-style-type: none"> <li>DO: Apply the negotiation approaches to various DAT relationships (inter-teams, intra-teams, and external, CRS)</li> </ul>  |
| <b>24</b>                               | <b>Thursday, April 13</b>  | <b>STUDIO IV -- Connecting the dots on DAT projects</b>  |
|   | Lead   | Reifenberg & Kijewski-Correa, and DAT groups   |
|   | Pre-Work   | <p>Read carefully the <a href="#">updated executive summaries</a> of each of the other three DATs, paying special attention to the way they define the problem and their recommendations.</p> <p><b>On one sheet of paper <u>visually map</u> what you believe are the key recommendations for CRS from the various teams and how they relate to one another.</b></p>  |
|   | Learning Outcomes  | <ul style="list-style-type: none"> <li>DO: Map and negotiate recommendations from multiple groups</li> <li>DO: Incorporate feedback from instructors and peers to develop first synthesis of final analysis and recommendations</li> </ul>   |
| <b>Module V: Implementation Science</b> |  |  |
| <b>25</b>                               | <b>Tuesday, April 18</b>   | <b>Operationalizing Partner Engagement</b>   |
|   | Lead   | Reifenberg, Kijewski-Correa  |
|   | <i>If something so simple as a checklist can transform intensive care, what else can it do?</i><br>-- Atul Gawande |  |
|   | Reading  | Review and reflect upon the 5 point recommendations introduced in class ( <a href="#">see photos and maps here</a> )   |
|   | Pre-Work   | <p>Bring laptops to class for work in <a href="#">new CRS Perspective Team</a>, <a href="#">Synthesis and Production Team</a>, <a href="#">Engagement and Presentation Teams</a></p> <p>Come prepared to discuss (and bring any resources you feel would support):</p> <ul style="list-style-type: none"> <li><b>CRS Perspective Team:</b> What do we need to know about CRS as an organization to communicate our recommendations most effectively? What are their</li> </ul> |

|    |                    |  |
|----|--------------------|--|
|    |                    | <p>28 strategic initiatives and how can our recommendations align with those?</p> <ul style="list-style-type: none"> <li>• <b>Synthesis &amp; Production Team:</b> How can we begin to assemble insights, evidence and strategies in support of each of our five recommendations? How do we ensure these encompass the best thinking of our four DAT teams?</li> <li>• <b>Engagement &amp; Presentation Team:</b> How can we create a stimulating engagement for our CRS partners that clearly communicates our recommendations? How can this also enable our guests to experience some of the innovative methodologies we have engaged in this process?</li> </ul> <p><b>BONUS CONTENT:</b> What Non-Profits Can Learn From Coca Cola by Melinda Gates, TED Talk<br/> <a href="https://www.ted.com/talks/melinda_french_gates_what_non_profits_can_learn_from_coca_col">https://www.ted.com/talks/melinda_french_gates_what_non_profits_can_learn_from_coca_col</a></p> |
|    | Learning Outcomes  | <ul style="list-style-type: none"> <li>• LEARN: Introduction of Implementation Science</li> <li>• LEARN: Explore strategies to address the Last Mile Problem</li> <li>• DO: Apply the implementation science and a checklist to DAT project</li> </ul>   |
| 26 | Thursday, April 20 | <b>TEACHING:</b><br><b>Application and Synthesis of Implementation Science</b>   |
|    | Lead               | Christianos Burlotos, Stephanie Mastorakos, Francesca Patti  |
|    |                    |  |
|    | Reading            | <p>Change Behavior- Change the World: Joseph Grenny at TEDxBYU (15 minutes)<br/> <a href="https://www.youtube.com/watch?v=6T9TYz5UxI0">https://www.youtube.com/watch?v=6T9TYz5UxI0</a></p> <p>Motivational Interviewing example with Oscar-worthy actors (5 minutes)<br/> <a href="https://www.youtube.com/watch?v=dm-rJJPCuTE">https://www.youtube.com/watch?v=dm-rJJPCuTE</a></p> <p>Til Debt Do Us Part: South African Soap Opera &amp; Financial Education (World Bank Blog Post) (1 Page)</p>   |

|   |                           |   |
|---|---------------------------|---|
|   |                           | <a href="http://blogs.worldbank.org/publicsphere/til-debt-do-us-part-south-african-soap-opera-financial-education">http://blogs.worldbank.org/publicsphere/til-debt-do-us-part-south-african-soap-opera-financial-education</a>   |
|   | Pre-Work                  | <p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>• In his TedTalk, how does speaker Joseph Grenny scale such a broad issue of “changing the world” into concrete application?</li> <li>• What links can you draw between the approaches taken in both videos and the blog post?</li> </ul>   |
|   | Learning Outcomes         | <ul style="list-style-type: none"> <li>• Develop basic understanding of field of behavioral science</li> <li>• Apply motivational interviewing techniques to personal life - extension of Design Your Life</li> <li>• Link the influences of behavior change to international development contexts</li> <li>• Understand direct applications of behavioral change to development</li> </ul> |
| <b>27</b>   | <b>Tuesday, April 25</b>  | <b>STUDIO: PREP DAY</b>   |
|   |                           |   |
|   |                           |   |
|   | Reading                   | <ul style="list-style-type: none"> <li>• Review initial <a href="#">scope of work provided by CRS</a></li> </ul>  |
|   | Pre-Work                  | <ul style="list-style-type: none"> <li>• Identify explicit ways scope deliverables/expectations will be addressed</li> </ul>  |
|   | Learning Outcomes         | <ul style="list-style-type: none"> <li>• Prepare for CRS presentation</li> </ul>  |
| <b>28</b>   | <b>Thursday, April 27</b> | <b>DAT PRESENTATIONS: FINAL</b>   |
|   | Lead                      | Student final presentation with CRS representatives   |
|  |                           | Final integrated DAT report (20 pages or less) & presentation to CRS Aaron Chassy and David Leege   |
|   | Learning Outcomes         | <ul style="list-style-type: none"> <li>• DO: Deliver final synthesis of DAT Presentation</li> <li>• DO: Evaluate peers</li> </ul>   |
| <b>29</b>   | <b>Tuesday, May 2</b>     | <b>Final Class Synthesis</b>  |

|   |   |   |
|---|---|---|
|   | Lead  | Reifenberg & Kijewski-Correa  |
|   | <i>Live as if you were to die tomorrow. Learn as if you were to live forever.</i><br>- Mahatma Gandhi |   |
|  | Pre-Work  | Finish final deliverable report to CRS  |
|   | Learning Outcomes   | <ul style="list-style-type: none"> <li>• DO: Synthesize -- what have we accomplished?</li> <li>• DO: Synthesize -- what have we learned?</li> </ul> |

|   |                                  |  |
|---|----------------------------------|--|
|  | <b>May 9 by 5 p.m.</b>           | <ul style="list-style-type: none"> <li>• Final synthesis and reflection paper (see Sakai Assignment)<br/> <a href="https://docs.google.com/document/d/1NG4p_bmnnWbBUi7rIBvf2S4K_kHB4Ow4XgbWh9eQd4w/edit">https://docs.google.com/document/d/1NG4p_bmnnWbBUi7rIBvf2S4K_kHB4Ow4XgbWh9eQd4w/edit</a> </li> <li>• Assessment of teams inclusive of self-assessment (see Sakai Assignment)</li> </ul> |
|  | <b>May 10 11.30 am -12.30 pm</b> | <ul style="list-style-type: none"> <li>• Feedback and discussion period with instructors</li> </ul>  |