PPHA 60000

Winter 2023, Tuesdays 3:30pm – 6:20pm

Faculty Advisor: Rebecca Wolfe

Office Hours: Tuesdays 10 AM-12PM /or by appointment. Please book using this link: https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUUxd2dNb0o4NnJZfGRlZmF1bHR8MDlkOGIyODg5YzMwZWRhOTdlYmM1ZjVmYWVmMTY0ZTgLinks to an external site.

Email: rebeccawolfe@uchicago.edu

Professional Advisor: Liang Cai

Office Hours: by appointment

Email: liangcai@uchicago.edu

Course Description:

This International Development and Global Conflict Policy Lab will focus on international development in fragile states for three different clients, listed below. Students are divided into three teams, and each team is assigned to work on one project for the duration of the quarter. Under the guidance of the faculty advisor, Rebecca Wolfe, teams will conduct research and analysis, draw conclusions and present final deliverables to client leadership at the conclusion of the quarter. Client meetings will occur throughout the quarter as needed.

Client: USAID PPL

Project: Developing data strategies to better leverage the Development Data Library for learning

Client: Mercy Corps (MC)

Project: Long-term poverty trajectories in Northern Uganda: Leveraging new Secure Livelihood Research Consortium (SLRC) panel data to understand the roles of social capital and social cohesion

Client: United Nations Development Program (UNDP)

Project: Towards Improved Local Economic Development Programmatic Design supported by Better & Disaggregated Data and Analysis

Learning Objectives:

At the conclusion of this course,

- Students will demonstrate in-depth knowledge of the assigned policy area by researching, analyzing, interpreting and synthesizing data related to the topic, drawing conclusions from the analysis and developing concrete policy recommendations.
- Students will collaborate with students, faculty, advisors and clients to create deliverables that provide useful information to the client and meet the client's needs.
- Students will learn or enhance their capacity to manage a project from inception to completion.
- Students will develop and enhance teamwork skills.
- Students will develop and enhance presentation skills by delivering their final analysis to leadership at the client organization.

Prerequisites:

Second-year students and one-year master's students (not in their first quarter) are eligible to enroll.

Class Meetings:

On Tuesdays at 3:30 PM CT, there will usually be a 45 minute lecture on a topic of use for all 3 groups. Afterwards, Prof. Wolfe and Liang will meet with each group for about 30 minutes. This will also be a time for groups to work as a team.

Additionally, <u>you should plan to meet 7-10 hours per week with your team outside of class</u>.

Course Readings: There will be a number of readings for all students each week. They will be listed in the module for the week. There are relatively minimal, as most reading you will do is focused on your project.

Advisors:

Students will be guided by a faculty advisor, Rebecca Wolfe, and a professional advisor, Andres Uribe. Prof. Wolfe is a leading expert on political violence, conflict and violent extremism. She led research and program development related to conflict and fragility for thirteen years at Mercy Corps, an international development and humanitarian agency, before joining the faculty at the Harris School for Public Policy. Prof. Wolfe is able to draw on her practitioner and academic backgrounds to effectively research important development issues, design interventions that are theoretically grounded and evidence based, and communicate to multiple audiences. Over her career, she has developed conflict prevention and violence reduction programs globally, including Kenya's largest youth development program, gang violence prevention in Guatemala City, countering violent extremism programs in Nigeria and Yemen, and community-based conflict management interventions in Iraq, Syria, Sri Lanka, Indonesia and Tajikistan. She has also published research on why young people engage in violence and how development interventions can be designed to reduce this support. She was recently a Fellow at Yale University's Political Violence Field Lab and currently is an affiliate at NYU's Steinhardt School and the International Development and Security Center, Berlin. Prof. Wolfe has taught at Princeton University's Woodrow Wilson School for Public and International Affairs and at the Wagner School for Public Service at New York University. She received her PhD in Social Psychology from Harvard University.

Liang Cai is a PhD student in sociology at The University of Chicago. His research interests include urban sociology, spatial analysis, crime geography, and activity space. His research asks how human behavior is shaped by social and physical contexts and how causally relevant contexts should be defined. His recent work examines racial and social segregation during routine activities using location tracking data in rural and urban US.

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Course Structure and Grades:

This course is structured differently than a traditional academic course. Class meetings will utilize a combination of seminar format with lively classroom discussion, time for teamwork and other meetings, and hands-on learning activities in place of traditional, one-way lecture. Grades are based on attendance, participation, and a set of comprehensive client deliverables as described below.

The nature of a Policy Labs "experiential learning" course requires attention to some specific issues not always present in more traditional academic coursework. Some helpful hints:

- **Flexibility, courtesy and respect are important.** Working on a real project with a client organization is generally not as smooth or as structured as working on a hypothetical assignment in a class, and generally involves some unpredictability and uncertainty. Expect the unexpected, be flexible, and be courteous and respectful to your teammates, to your client and to accommodating the client's needs.

With regard to courtesy and respect, this will be included as part of your participation grade. See below.

- **Expect imperfect data.** A client will rarely have all of the data needed for a project. Expect to work with imperfect data and expect challenges associated with an imperfect data set. This is one of the realities that this course is designed to help you understand more fully, especially as policy makers you will often have to make decisions with imperfect or incomplete data. Faculty advisors and professional advisors are here to help you work with what you have and/or direct you to other sources as needed.

- **Confidentiality is important.** In your work for this class, you will interact with confidential information, including not only confidential data provided by clients but also insights gleaned from that data and from client meetings. Clients trust us to help them solve difficult problems, and they trust that we will not divulge what we learn in ways that could be detrimental to them. Students are expected to keep all data and materials shared by the client confidential, as well as to keep the content of conversations with clients in confidence. Thanks in advance for your cooperation.

Course Timeline:

WEEK #/CLASS DATE	KEY IN-CLASS ACTIVITIES, ASSIGNMENTS & MILESTONES
Week 1/Tues March 21	**Course Orientation and Overview** -Course overview, introduction to Lab projects, meet in project groups, client relationships -**Assignment:** Self-reflection #1 (due 3/24)
Week 2/Tues March 28	**Understanding the Client, Client's Organization and Client's Goals for Lab Projects** -The connection between fragility and development (lecture) -Meet with client staff to discuss draft project scope -**Assignment:** Client meeting agenda & team contract (due 3/27 by 5 PM)
Week 3/Tues April 4	**Defining Project Scope and Workplan** -Discuss project scope, timeline, and potential challenges; team dynamics -Watch workplanning lecture before submitting workplan -**Assignment:** Submit draft workplan (4/3 at 5 PM)
Week 4/Tues April 11	**Ethics in survey design and data collection** -Lecture on survey design, asking sensitive questions, ethics and human subjects -**Assignment:** IRB training (due 4/10) & individual data analysis assignment (4/14)

Week 5/ Tues April 18	**Project Updates**
	-Prepare for midpoint meetings
	-**Assignment:** Literature Review

Week 6/ Tues April 25	**Mid-point client meetings and discussion of data visualization**
	-Writing and Data visualization lecture
	Students teams meet with instructors to discuss progress and troubleshoot outstanding issues
	-**Assignment**: Hold mid-course meeting with clients to discuss progress
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Week 7/ Tues May 2	**In depth work based on mid-point meetings**
	-Policy Memo drafting
	Assignment: Draft policy memo (due 5/5 by 5 PM)

| Week 8/ Tues May 9 | **In depth work on projects** |
| | -Meet with FA and PA |

| Week 9/ Tues May 16 | **Practice Presentations** |
| | -**Assignment**: Present findings to class (due 5/16 in class) |

Finals Week/May	**Students Make Final Presentations to Clients** *(via conference website)*
	-**Assignment:** Submit presentation slides to course instructors 48 hours before final presentation
	NOTE: Some final presentations may need to be scheduled during the end of the previous week-**Assignment:** Final presentation, policy memo, and

supplement materials; peer evaluations and self-reflection #2 (due 5/26 by 5 PM)

Grading:

Students will be graded with a combination of individual (40%) and group assignments (60%). These include:

Individual

- Participation = 10% (see description below)
- Self-reflection = 5%
- Data analysis assignment = 15%
- Peer Evaluations = 10%

Group

- Group process (client meeting agenda, team contract, workplan, policy memo draft): 10%
- Literature Review: 10%
- Final Presentation and Report: 40%

Details on each assignment is available on Canvas.

Late policy: Unless arrangements are made in advance, any assignment that is late will receive 10% penalty for each day late.

Course Materials:

Background materials and client materials **will be posted to Canvas and will be designated as either required or optional reading.** Please check Canvas regularly.

Expectations:

Setting clear expectations is the key to any successful working relationship. As students, <u>you can expect the following from your faculty advisor and professional advisor</u>:

- We will come to class prepared and ready to engage in lively (but civil) discussion.
- We will support you through all of your work with your client (but we won't do the work for you or have difficult conversations for you.) Relatedly, we expect you to incorporate our feedback into your client deliverables.
- When we are in class, our attention will be only on our work together.
- We will hold regular office hours, and we will do our best to be responsive to your questions.
- We will be clear about the limitations of our expertise.

As the advisors, <u>we expect the following from students</u>:

- To come to meetings (with us, with each other, with the client) prepared. If we provide feedback on your project between meetings, we expect that you address those things before our next meeting, or come with questions. Your preparation will affect your overall project evaluation.
- Ask for help when you need it. The term is short, so there is not much time to get off track. This is why check-ins will be important.
- Be inclusive. Your team has diverse skill sets. Work together to leverage them all.
- Be curious.

Project Evaluation:

We have constructed the course so that we can provide you guidance throughout. This coaching is critical to your success, and your ability to deliver a successful project to your client. While we won't be grading you on these project milestones, we will be evaluating your effort throughout the term—the time you are putting in, the degree to which you delve into the related literature, and the understanding of your data and topic. Your grade for the final project and presentation will reflect not just be the final deliverables, but will reflect the process as well. This will be based on our discretion, and our expertise.

Attendance:

Attendance is required with accommodations for necessary quarantining (see below). If you cannot attend class in person and plan to Zoom in, please inform Prof. Wolfe, Liang and your teammates (as they will have to Zoom you in for your group meeting with the teaching staff.

Participation:

Experiential learning requires active participation by all students. Participation will be 10% of your total grade. Participation will be graded as follows:

- Asking questions and participating in dialogue during class discussions and/or during group meetings and/or discussion boards
- Attending and actively participating in group meetings outside of class
- Respectfully collaborating with your teammates and Policy Lab staff

Academic integrity and plagiarism:

Just a reminder about the importance of meeting the University's expectations regarding academic integrity: please review this excerpt from the University's Student Manual of University Policies and Regulations: Student Conduct (https://studentmanual.uchicago.edu/Policies#Honesty). There

It is contrary to justice, to academic integrity, and to the spirit of intellectual inquiry to submit the statements or ideas of work of others as one's own. To do so is plagiarism or cheating, offenses punishable under the University's disciplinary system. Because these offenses undercut the distinctive moral and intellectual character of the University, we take them very seriously and punishments for them may include expulsion from the University.

Proper acknowledgment of another's ideas, whether by direct quotation or paraphrase, is expected. In particular, if any written or electronic source is consulted and material is used from that source, directly or indirectly, the source should be identified by author, title, and page number. Any doubts about what constitutes "use" should be addressed to the instructor.

ADA student accommodations:

Any student who believes they may need assistance should inform the Office of Student Disability Services by the end of the first week of class. Once you have received an accommodation letter, it should be presented to the course instructor immediately." https://disabilities.uchicago.edu/

Diversity and Inclusion: The Harris School welcomes, values, and respects students, faculty, and staff from a wide range of backgrounds and experiences, and we believe that rigorous inquiry and effective public policy problem-solving requires the expression and understanding of diverse viewpoints, experiences, and traditions. The University and the Harris School have developed distinct but overlapping principles and guidelines to insure that we remain a place where difficult issues are discussed with kindness and respect for all.

- The University's policies are available here. Specifically, the University identifies the freedom of expression as being "vital to our shared goal of the pursuit of knowledge, as is the right of all members of the community to explore new ideas and learn from one another. To preserve an environment of spirited and open debate, we should all have the opportunity to contribute to intellectual exchanges and participate fully in the life of the University."
- The Harris School's commitments to lively, principled, and respectful engagement are available here: "Consistent with the University of Chicago's commitment to open discourse and free expression, Harris encourages members of the leadership, faculty, student body, and administrative staff to respect and engage with others of differing backgrounds or perspectives, even when the ideas or insights shared may be viewed as unpopular or controversial." We foster thought-provoking discourse by encouraging community members not only to speak freely about all issues but also to listen carefully and respectfully to the views of others.

Some Specific Points Related to Teaching in this Moment:

Class Accommodations: I recognize to be safe, you may need to quarantine. All lectures are recorded to provide students with flexibility, and can be watched later. For group meetings, you will have to coordinate with your team to Zoom in.

Recorded material policy: The University has developed specific policies and procedures regarding the use of video/audio recordings: these policies are explicitly described in the University's student manual as well as in the guidelines for instructors available here. A couple of points I want to highlight here:

By attending course sessions, students acknowledge that:

1. *They will not: (i) record, share, or disseminate University of Chicago course sessions, videos, transcripts, audio, or chats; (ii) retain such materials after the end of the course; or (iii) use such materials for any purpose other than in connection with participation in the course.*
2. *They will not share links to University of Chicago course sessions with any persons not authorized to be in the course session. Sharing course materials with persons authorized to be in the relevant course is permitted. Syllabi, handouts, slides, and other documents may be shared at the discretion of the instructor.*
3. *Course recordings, content, and materials may be covered by copyrights held by the University, the instructor, or third parties. Any unauthorized use of such recordings or course materials may violate such copyrights.*
4. *Any violation of this policy will be referred to the Area Dean of Students.*

Self Care: This is a highly uncertain time, and uncertainty elevates anxiety. I want to encourage you to take care of yourself. If you find yourself overwhelmed, please do not hesitate to reach out to Student Counseling Services.

Note: All SCS services are covered by the Student Life Fee, and there is no additional cost for students to access their services. See https://wellness.uchicago.edu/mental-health/student-counseling-service-spring-quarter-faq/. Students seeking new services/resources can call 773.702.9800 during business hours (Monday–Friday 8:30 a.m.–5 p.m.) and ask to speak with a clinician. **Students needing urgent mental health care can speak with clinicians over the phone 24/7 by calling the SCS at 773.702.3625.**