Faculty Advisor:	Rebecca Wolfe
Office Hours:	Tuesdays 10 AM-12PM /or by appointment. Please book using this link: https://calendar.app.google/qDcTMWJr8ihA6T7k9
Email:	rebeccawolfe@uchicago.edu

Professional Advisor:	Ran Cheng
Office Hours:	by appointment
Email:	rancheng@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.

Project Title: How to Measure Dignity Globally in the Development Sector
Organization: IDInsight

Project Title: Analysis of the Risks and Experiences of Democratic Backsliding
Organization: USAID, Democracy, Rights and Governance

Project Title: Quantifying the 'resilience gap' to influence aid to climate and conflict vulnerable contexts
Organization: Mercy Corps

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.

Specialization:
This counts to the IPD and Global Conflict concentrations.

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 Ran will meet with each group for about 30 minutes. This will also be a time for groups to work as a team.

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

Course Readings and Materials: Course Materials:
Background materials and client materials **are posted to Canvas and will be designated as either required or optional reading.**

Advisors:
Students will be guided by a faculty advisor, Rebecca Wolfe, and a professional advisor, Ran Cheng. 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.

Ran Cheng is a Policy Lab alum (!) and Research Analyst for the Crime Lab. In this role, Ran performs statistical analysis for program evaluation to inform policy decisions and provides technical assistance on data to project partners. Prior to joining the Crime Lab, Ran worked as an evaluation consultant in the field of international development. She holds a Master of Public Policy degree from the University of Chicago with certificates in data analytics and international policy. She also holds a BA from Shanghai University of Finance and Economics.

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. <u>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.</u> Thanks in advance for your cooperation.

Course Timeline:

WEEK #/CLASS DATE	KEY IN-CLASS ACTIVITIES, ASSIGNMENTS & MILESTONES
Week 1/Tues Jan 7	**Course Orientation and Overview** -Course overview, introduction to Lab projects, meet in project groups, client relationships, workflow **-Assignment:** Self-reflection #1 (due 1/10)
Week 2/Tues Jan 14	**Understanding the Client, Client's Organization and Client's Goals for Lab Projects** -Conducting policy and client related research -Meet with client staff to discuss draft project scope -**Assignment**: Client meeting agenda (due 1/13 by 5 PM)
Week 3/Tues Jan 21	**Defining Your Variables** -Discuss operationalization of fuzzy concepts and literature reviews -Literature Review (due 1/27)
Week 4/Tues Jan 28	**Developing a Pre-Analysis Plan** **-**Understanding your data, thinking through analyses **Assignment:** individual data analysis assignment (due 2/3)
Week 5/ Tues Feb 4	**Project Updates**

	-Student teams present progress to date, including process, questions, challenges, etc., followed by class Q&A/discussion -**Assignment**: Project update template (due 1/30 in class); Pre-Analysis Plan
Week 6/ Tues Feb 11	**Ethics in survey design and data collection and Midpoint Meetings** -Lecture on survey design, asking sensitive questions, ethics and human subjects -**Assignment**: IRB training (due 2/10)
Week 7/ Tues Feb 18	**Good policy memo writing** -Lecture on memo writing -Policy Memo drafting
Week 8/ Tues Feb 25	**In depth work on projects** **-**Meet with FA and PA **Assignment**: Draft policy memo (due 3/3 by 5 PM)
Week 9/ Tues March 4	**Practice Presentations** -**Assignment**: Present findings to class
Finals Week/March 10-14	**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 3/14 by 5 PM)

Expectations:

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

- o We will come to class prepared and ready to engage in lively (but civil) discussion.
- o 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.
- o When we are in class, our attention will be only on our work together.
- o We will hold regular office hours, and we will do our best to be responsive to your questions.
- o We will be clear about the limitations of our expertise.

As the advisors, we expect the following from students:
- o 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.
- o 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.
- o Be inclusive. Your team has diverse skill sets. Work together to leverage them all.
- o Be curious.

Grading:

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

Individual
- Participation = 15% (includes self-reflections and human subjects training; see description below)
- Data analysis assignment = 15%

- Peer Evaluations = 10%

Group
- Pre-analysis plan: 10%
- Literature Review: 10%
- Final Presentation and Report: 40%

Details on each assignment is available on Canvas.

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.

Requests for Resubmissions: If you receive below a B- on any assignment, I will allow you to redo the assignment to raise your grade to a B. You can choose this option one time during the quarter.

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

Attendance:
Attendance is required with accommodations for necessary quarantining (see below). If you cannot attend class in person, please inform Prof. Wolfe, Ran 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 15% of your total grade. Participation will be graded as follows:

- Attending class and being a reliable teammate
- Asking questions and participating in dialogue during class discussions and/or during group meetings
- Attending and actively participating in group meetings outside of class
- Respectfully collaborating with your teammates and Policy Lab staff
- Completing tasks on time

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.

AI Policy: Below are the high-level guidelines for Policy Labs. See Appendix 1 for more details.
- Comply with existing University and Harris School policies, including those pertaining to academic integrity.
- Review and confirm the both the accuracy and the ownership of AI-generated content.
- Disclose the use of any and all AI-generated content
- Refrain from sharing any confidential or sensitive data or information with publicly available generative AI tools
- Understand that compliance is at the individual as well as team level
- Communicate with clients to ensure their policies and expectations are met

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.

Electronics Policy: As this is a course about evidence-informed policy, I have chosen to make an evidence-informed policy about electronics. There is now considerable evidence (see, for example, here, here, here, and here) that the use of electronics in classrooms has adverse impacts on learning. *To optimize the classroom experience, I am restricting the use of electronic screens (laptops,*

phones) during lecture, with exceptions for students with a documented Student Disability Services (SDS) accommodation. Students may use tablets that lie flat, and take notes, read PDFs, etc.

For meetings with me and Ran, I respectfully ask that you limit phone use. We all think we can multi-task better than we actually can. We are giving you our full attention during team meetings; I expect the same in return. I recognize you may need your laptops open in these meetings as we will be looking at analyses.

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:*
> i. *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.*
> ii. *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.*
> iii. *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.*
> iv. *Any violation of this policy will be referred to the Area Dean of Students.*

Appendix 1

<div align="center">
Policy on Generative AI Use by Harris Policy Labs Students
September 29, 2024
Prepared by Paula R. Worthington[1]
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Article I.   Background and Motivation

The Harris Policy Labs program takes Generative Artificial Intelligence (GenAI) usage seriously. While use of GenAI tools promises to enhance productivity, such use is not a substitute for individual intellectual effort, and too great or misdirected reliance on GenAI can diminish learning experiences and ultimately short-circuit student learning. Because Policy Labs students are, first and foremost, students at the University of Chicago, they are expected to comply with all University and Harris School policies and procedures relevant to the responsible use of GenAI. Furthermore, because Policy Labs students may produce work that is shared with client organizations external to the University, the norms and expectations of the clients themselves must also be taken into account.

In developing the GenAI policy below, I have reviewed and considered several key sources of information, including:

- The University's guidance on the use of AI Tools (University of Chicago Center for Teaching and Learning 2023)
- The University of Chicago Law School's policy on GenAI (University of Chicago Law School 2024)
- A Harris School memo to instructors (Harris School 2024)
- A provisional policy developed by a U.S.-based research and policy organization (Brookings Institution 2024)
- A policy in use by a major U.S. city (City of Seattle 2023)

Article II.   Policy

Comply with existing University and Harris School policies, including those pertaining to academic integrity.

- Students are expected to meet the University's expectations regarding academic integrity as detailed in the Student Manual (University of Chicago 2024).
- GenAI may not be used in such a way that would violate expectations regarding academic honesty and plagiarism.

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[1] Comments and input from Carol Brown are gratefully acknowledged. On September 29, 2024, I used Phoenix AI to request feedback on an earlier draft of this document. The suggestions were mainly to provide additional real examples and do more summarizing so readers would not have to consult original sources. Suggestions rejected, LOL!

Review and confirm the both the accuracy and the ownership of AI-generated content.

- AI-generated content may be misleading or inaccurate. GenAI technology may create citations to content that does not exist.
- Further, responses from GenAI tools may contain content and materials from other authors and may be copyrighted.
- GenAI tools generate *probable* responses to prompts, not necessarily *truthful and accurate* responses. Claims, facts, and even sources cited by AI tools, are sometimes based on biased, incomplete or even fabricated information, and must be thoroughly investigated before using them or relying upon them.
- Students are fully responsible for the accuracy and integrity of their submitted work products, whether GenAI infused or not.
-

Disclose the use of any and all AI-generated content

- If you or your Policy Labs team chooses to use, or is directed to use, GenAI tools for *any* part of your Policy Labs work (even for activities that may seem innocuous, such as brainstorming or editing), you must disclose the use of AI. Exactly *how* to disclose your use can vary. For example:
    - Some uses may be best reported via standard methods of citation, using methods relevant for the chosen citation style (McAdoo 2024; Chicago Manual of Style 2024).
    - Other uses may be best reported via an acknowledgement note (similar to the one used on p. 1 of this policy document).
    - Still others may require providing the actual transcript of the "prompt[s]" fed into the program and the responses given.
- Failure to properly cite AI tools is considered a violation of the University's academic integrity policies (University of Chicago 2024).
- Students are encouraged to ask faculty advisors to clarify expectations in any given situation.

Refrain from sharing any confidential or sensitive data or information with publicly available generative AI tools

- This is absolutely crucial, regardless of whether such confidential or sensitive data or information is from your Policy Labs client, your Policy Labs faculty advisor, or a third party.
- Information shared with publicly available generative AI tools may expose sensitive information to unauthorized parties or violate data use agreements – and that is never OK!
- Students are encouraged to disable, if possible, the retention and use for training of data entered into a GenAI platform (see (Ad Hoc Committee on AI 2023)). Students are also reminded that disabling those features are *not* sufficient to protect the integrity of confidential, sensitive, and/or protected information.
- The University's recent introduction of Phoenix AI may offer some protection on this issue, but at this time, students must avoid feeding any confidential, sensitive, or proprietary information into *any* GenAI platform.

Understand that compliance is at the individual as well as team level
- In the context of Policy Labs, responsible use of GenAI means that it is your INDIVIDUAL responsibility <u>AND</u> your TEAM's collective responsibility to abide by these GenAI policies.

Communicate with clients to ensure their policies and expectations are met
- Because Harris Policy Labs students produce work shared with client organizations, some of which are external to the University, it is critical that clients are aware of the GenAI policies in place.
- It is possible that clients themselves may have expectations and standards that differ from the policies articulated in this document. Students should expect to raise this issue in their first client meeting, as well as in subsequent client meetings if appropriate.
- While faculty advisors can initiate discussions with clients to resolve any differences, students are responsible for explicitly communicating with clients about their intended use of GenAI and about how these policies will be followed during the course of the project.

Article III.   References

Ad Hoc Committee on AI. 2023. "Disabling Training in ChatGPT." https://uchicago.app.box.com/s/1gc0q80ohnq8qae436v1xgwjxwc1l6c0.

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University of Chicago Law School. 2024. "4.9 Law School Policy on Generative AI." September 4, 2024. https://www.law.uchicago.edu/students/handbook/academicmatters/generative-ai.