

American University - School of International Service

SISU: 419-020 - Senior Capstone Seminar (Draft Syllabus - v. 3)

Towards Inclusive Sustainable Development in the Year 2030

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Class Sessions: Wednesdays 9:00 – 11:00 a.m. EST

Class Format: Online – Synchronous/Asynchronous

Blackboard LMS Site: <http://blackboard.american.edu>

Virtual Ultra Classroom: <http://tinyurl.com/inclusiveSDGs/>

Office Hours: Mondays 11:00-2:00 p.m. EST

Course Description

This capstone seminar will explore the background, strategies and mechanisms for achieving and evaluating the ambitious 2030 Agenda for Sustainable Development, adopted by the United Nations General Assembly on 25 September 2015. It will review the process of creating the Sustainable Development Goals (SDGs) and targets, as well as evaluating the successes and failures of its predecessor Millennium Development Goals (MDGs). Seminar participants will investigate a range of key issues related to the Sustainable Development Agenda, including the role of public policy, information and communication technologies and ongoing digital and knowledge divide(s), Internet governance, inclusive development strategies, smart cities, financing, partnerships, and measurement of the SDG Agenda, along with specific goals in the Agenda including: ending poverty and hunger, ensuring healthy lives and quality education, intersectionality in development (gender, age, race, ethnicity and disability), water and energy management, promoting employment and a resiliency infrastructure, building inclusive societies through multistakeholder development and participation in accessible global governance. The seminar will also focus on the role of the High-Level Political Forum (HLPF) in managing the process of implementing the SDGs. In addition to the Sustainable Development Agenda, the seminar will review related high-level global strategies and processes, such as WSIS+10, Habitat III, and the CRPD and regional initiatives such as the Incheon Strategy. A series of assignments will lead up to a major capstone project at the end of the semester. Each student will be able to focus their capstone project on a subject of their choice and taking a variety of approaches in consultation with the seminar professor. Towards the middle of the semester, interested students may participate in an optional meeting at the United Nations with the Department of Economic and Social Affairs (DESA) and the Commission on Science and Technology for Development (CSTD), where they may discuss their capstone projects. DESA officials and other international development experts will participate virtually in the final project presentations of the seminar.

Learning Objectives

By the end of the seminar you will be able to:

1. Describe what is meant by the term “Grand Challenge” and its application to international affairs, international development, and broader social science research.
2. Describe the background to the development of the Sustainable Development Goals and the structure for the global governance of the SDGs.
3. Identify and Critique various conceptual approaches to international development, including historical (e.g. modernization; colonialism; dependency; world-systems) and contemporary (participatory development; sustainable development; gender; institutional economics; post-colonial; human development; globalization; human-security; rights-based) perspectives.
4. Understand the diverse roles of key actors and institutions in development (e.g. states; markets; corporations; local communities; NGOs, civil society and social movements; international organizations).
5. Demonstrate an Awareness of the background and structure of key international agreements related to inclusive sustainable development, including Sustainable Development Goals and Targets, WSIS+10 Outcome Document, the UN Convention on the Rights of Persons with Disabilities (CRPD), including the Optional Protocol.
6. Apply Conceptual Approaches to formulate specific strategies for inclusive sustainable development from the perspective of your stakeholder grouping to achieve and/or critique relevant Sustainable Development Goal(s);
7. Define key terms used in inclusive sustainable development;
8. Prepare a thoughtful, organized, well-written project paper and presentation on your inclusive Sustainable Development project;
9. Participate in a globally distributed learning environment, including both synchronous and asynchronous elements.
10. Demonstrate proficiency in reading and writing UN documents and language.

Required Texts and Readings

The required readings in the seminar are very important in providing you with the background material to be able to participate effectively in the seminar discussions and complete your assignments. As such, the required reading and any other asynchronous material should be reviewed in advance of that particular class session. Some of these are short pieces, and others are longer. Please review the short piece, “How to Read a Book,” in preparation for the first session, to learn more about how to read large amounts of material in short periods of time. For an overview of each session, please see the detailed schedule below. This schedule has been developed as a roadmap to guide our path for the entire semester. Except for the following four required texts, *all* of the required readings are available either from within Blackboard in the seminar Digital Library or easily accessible on the web. I suggest you take advantage of the Kindle option for these required texts, and you may use: <https://read.amazon.com> to access Kindle books without an actual Kindle device, or you may use the Kindle app for iOS or Android smartphones or tablets.

1. *Social Inclusion of Persons with Disabilities*, Ari Rimmerman, Cambridge (2013) (Available for Kindle)
2. *Development as Freedom*, Amartya Sen, Anchor Books (1999). (Available for Kindle)
3. *International Development Studies: Theories and Methods in Research and Practice*, Andy Sumner and Michael Tribe, Sage (2008) (Available for Kindle)
4. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Daron Acemoglu and James A. Robinson (2012). Crown Publishers. New York (Available for Kindle)

Optional/Background Texts

For those of you interested in building your library in this area, the following texts are provided as optional and background reading. These texts are in no way required for this seminar. However, you will find them to be fascinating and helpful to you in deepening your understanding of the complex intersection of disability and development.

1. *Embedded Autonomy: States and Industrial Transformation*, Peter B. Evans, Houghton Mifflin Harcourt, 2013 (Available for Kindle)
2. *Poverty Reduction that Works: Experience of Scaling Up Development Success*. Steele, P., Fernando, N., & Weddikara, M. (Eds.). (2008). Virginia: Earthscan (Available for Kindle)
3. *The Developmental State*, Meredith Woo-Cummings, Cornell University Press (1999)
4. *The End of Poverty: Economic Possibilities for Our Time*, Jeffrey Sachs, Penguin Books (2005)
5. *The Great Transformation: The Political and Economic Origins of Our Time*, Karl Polanyi, Beacon (2001)
6. *In Defense of Globalization*, Jagdish Bhagwati, Oxford (2007) (Available for Kindle)
7. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, Daron Acemoglu and James A. Robinson, Crown Publishers (2012) (Available for Kindle)
8. *The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It*, Paul Collier, Oxford (2008) (Available for Kindle)
9. Allen, T., & Thomas. A. (Eds.). (2000). *Poverty and Development into the 21st Century*. London: Oxford University Press.
10. Sato, H., & Murayama, M. (2008). *Globalization, Employment and Mobility: The South Asian Experience*. New York: Palgrave.

Criteria for Evaluation

Given the specific goals and objectives of the seminar, three (3) graded assignments have been developed to assess and evaluate the degree to which you have mastered the material and met the learning objectives for the seminar. Each of these assignments is described in detail below.

1. Reflections/Blog Posts: 20%
2. Project Proposal: 30%
3. Final Capstone Project: 50%

All assignments are due into the “Assignment Drop Box” of the Blackboard (Bb) Learn site for the course: <http://blackboard.american.edu/> by **6:00 a.m. EST, on the posted due date. No late assignments will be accepted.** Any assignments not submitted via the “Assignment Drop Box” will be ignored. While this procedure may seem draconian, it is necessary to give me time to process your submissions before class. We will also use the Bb Learn to report grades and provide feedback on assignments. The instructions for all assignments must be followed to the letter. *There will be no exceptions to these policies.* As a result, students are encouraged to be proactive, and not wait until the actual deadline to submit a given assignment into the LMS or to ask questions if you have them.

Assignments

Assignment 1: Reflection Videos/Blog Posts: 20% (Learning Objectives 1-4, 8)

Starting the week of Monday, 11 January. Due each week by Saturday at 5 p.m. EST on the seminar WordPress Blog. Throughout the semester you must submit at least ten (10) blog posts, each worth two points (2%). Blog posts should be submitted to our public blog: <http://disabilitydevelopment.com/>, and will address your reflection on any issue being discussed that week. Please choose the appropriate “category” for your blog post from amongst the pre-determined list of categories: 1. Grand Challenges; 2. Development Theory; 3. SDGs and HLPF; 4. Efficacy of Global Frameworks; 5. ICTs and Sustainable Development; 6. Digital Divide(s); 7. Multistakeholder Global Governance; 8. Smart Cities and Employment; 9. Inclusive Education; and, 10. Intersectionality in Sustainable Development. **Each blog post should be around 400 words**, and written in professional (not informal) English. Please regard this as an opportunity to practice writing eloquently and precisely about these key issues in international affairs for a public audience. I encourage you to write your blog post in a text editor or word processor, and then “cut and paste” it into your post. I look forward to reading them.

In your blog postings, please be sure to do the following:

- Read the assigned material prior to writing your post so that you can incorporate the relevant readings into your post.
- Reflect on your individual thoughts and experiences about the theme for that week.
- Please define key terms in your post, and/or hyperlink to relevant term in the Seminar glossary.
- Respond regularly to other students’ postings and how they compare to your own thoughts.

If you would prefer not to post on the public blog (either for the entirety of the categories, or for any specific category), you may choose to do an **internal reflection video** to post just within the course Blackboard site. For this internal reflection video, please follow the same format as preparing for the blog post, and prepare a written reflection on the topic being discussed that week. Then, use that written reflection as a guide to record and upload a video using the new Kaltura Media platform within Blackboard. To do this, click on the Assignment link and you will see the option to “Write Submission”, then you will see a selection of tools. Click the “Mashup Tool” and then select Kaltura Media (you may need to expand the menu bar to see the button). Then, click the “Add New” button and create a new recording and submit that. Don’t forget to scroll to the bottom of the screen and submit the assignment. Then, if you would like to also make your introductory video available to the entire class, please go to the “Discussion Board”, see the “Reflection Videos” forum, and reply to the thread for that specific category. Again, click “Mashup Tool” and select Kaltura Media. Select your video to put it into the body of the message.

Due: You should try to submit your blog post or video the week that topic is being discussed. However, in order to be counted in your grade, all ten blog posts and/or videos must be submitted by the end of the semester, 6:00 a.m., Friday, 29 April 2016.

Assignment 2: Capstone Project Proposal: 30% (Learning Objectives 6, 7, 8, 9)

As a major mid-term assignment, you should prepare a **proposal** for a Capstone Project. The specifics of the Capstone Project are to be negotiated with the professor individually. Each student

will be able to focus their capstone project on a subject of their choice and taking a variety of approaches in close consultation with the seminar professor. This mid-term proposal represents the culmination of that negotiation process, and should allow the professor to give final approval to your Capstone Project. In this proposal you should identify the problem, related literature, conceptual framework, and proposed methodology for your final project. This proposal should indicate clearly the stakeholder grouping and or specific country and region on which you will focus, as well as the inclusive development issue that will drive your final project.

Unless an absence is previously arranged, you are required to attend the synchronous mid-term session to present your proposal in a ten-minute PowerPoint presentation. We plan to have colleagues from UN DESA and other relevant stakeholders attend and/or participate in these mid-term project proposal presentations. Each participant should be prepared to take questions on their proposal for up to five minutes. If you have any questions, or would like to discuss the focus of your briefing memo in advance, feel free to contact me. If you are unable to attend the synchronous session, please record your presentation using the new Kaltura Media platform within Blackboard. To do this, click on the Assignment link and you will see the option to "Write Submission", then you will see a selection of tools. Click the "Mashup Tool" and then select Kaltura Media (you may need to expand the menu bar to see the button). Then, click the "Add New" button and create a new recording and submit that. Don't forget to scroll to the bottom of the screen and submit the assignment. (*Due: Wednesday, 2 March 2016, by 6:00 a.m. EST*).

Assignment 3: Final Capstone Project: 50% (Learning Objectives 5-9)

The major assignment for this course is a Final Capstone Project. While this project is due at the end of the semester, you should start thinking about, and working on, the project as early as possible. Your final Capstone Project must be based on your approved mid-term project proposal, and should respond to any feedback provided to you by the professor.

Unless an absence is previously arranged, you are required to attend the synchronous mid-term session to present your proposal in a ten-minute PowerPoint presentation. We plan to have colleagues from UN DESA and other relevant stakeholders attend and/or participate in these mid-term project proposal presentations. Each participant should be prepared to take questions on their proposal for up to five minutes. If you have any questions, or would like to discuss the focus of your briefing memo in advance, feel free to contact me. (*Due: Wednesday, 27 April 2016, by 6:00 a.m. EST*).

Each assignment will be evaluated according to a specific rubric developed for that assignment and distributed in advance via Bb Learn, and use the scale below.

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| A (Consistently distinguished performance): 93-100% A- (Strong, solid achievement in most aspects): 90-92% B+ (Good performance, consistent with expectations): 87-89% B (Acceptable): 83-86% B- (Borderline Acceptable): 80-82% | C+ (Poor performance): 75-79% C (Very poor performance) 70-74% C- (Borderline Unacceptable) 60-69% D (Unacceptable) 50-59% F (Failing) 0-49% |
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Seminar Schedule

Session (Date):

1. (13 January) The Global “Grand Challenge” of Inclusive Sustainable Development

- a. Study Questions:
 - i. What are “Grand Challenges”; including global grand challenges?
 - ii. How have grand challenges been used in the sciences and social sciences?
 - iii. What has changed recently in approaches to development?
- b. Reading:
 - i. Grand Challenges
Branscomb, (2013) (<http://issues.org/25-4/branscomb-4/>)
Kahlil (2012)(<http://boingboing.net/2012/04/12/white-houses-tom-kalil-on.html>)
 - ii. White House and Grand Challenges
<http://www.whitehouse.gov/administration/eop/ostp/grand-challenges>
 - iii. USAID and Development Grand Challenges
<http://www.usaid.gov/grandchallenges>
 - iv. UN High-Level Meeting on Disability and Development:
http://www.un.org/disabilities/documents/hlmdd/a_68_1.1.doc
 - v. Millennium Development Goals: <http://www.un.org/millenniumgoals/>
 - vi. Critical Review of the MDGs:
http://www.trocaire.org/sites/trocaire/files/pdfs/tdr/DR2005_themillenniumdevelopmentgoals.pdf
 - vii. Sustainable Development Goals: <http://sustainabledevelopment.un.org>

2. (20 January) What is Development?: Theoretical and Conceptual Approaches

- a. Study Questions:
 - i. What is “development”; how do we know it when we see it?
 - ii. What are the three, inter-related views on development? (see below):
 1. Long-term process of structural change in the international system
 2. Short to medium-term poverty reduction and MDGs
 3. Development as discourse (a set of ideas; that shapes and frames reality)
 - iii. What are some of the leading Grand theories (meta-narratives) and “context-specific” theories (micro-narratives) in development studies?
 - iv. Are countries and regions equally “developed” why or why not?
 - v. What can or should be done about “development”?
 - vi. What is the role of “institutions” in development?
- b. Reading:
 - i. *Development as Freedom*, Amartya Sen, Introduction, Chapters 1-5
 - ii. *International Development Studies*, Sumner and Tribe, Chapters 1-4
 - iii. *Why Nations Fail*, Acemoglu and Robinson, Preface, Chapters 1-3

3. (27 January) Geneva Engage

- a. Online Participation in a major event in Geneva, Switzerland
- b. <http://genevaengage.diplomacy.edu>

4. (3 February) SDG Overview and the High-Level Political Forum (HLPF)

- a. Study Questions:
 - i. What are the SDGs, specific targets and indicators?
 - ii. What is the HLPF, what role does it play, and what is the Major Groups system?
 - iii. What are the various actors involved in disability and development?
 - iv. What are the roles for these various actors?
 - v. How effective have these actors been at conducting these roles?
- b. Reading:
 - i. *Development as Freedom*, Chapters 6-12
 - ii. *International Development*, Chapters 5-7
 - iii. *Why Nations Fail*, Acemoglu and Robinson, Chapters 4-13
 - iv. *Social Inclusion of Persons with Disabilities*, Ari Rimmerman, Chapters 1-4
 - v. UN Charter
 - vi. UDHR

5. (10 February) Opportunities and Limitations in Global Strategies and Frameworks

- a. Study Questions:
 - i. To what degree were the MDGs successful?
 - ii. What opportunities get generated by global strategies and frameworks?
 - iii. What limitations are inherent in global strategies and frameworks?
- b. Reading:
 - i. UN High-Level Meeting on Disability and Development:
http://www.un.org/disabilities/documents/hlmdd/a_68_l1.doc
 - ii. Millennium Development Goals: (<http://www.un.org/millenniumgoals/>)
 - iii. Critical Review of the MDGs:
http://www.trocaire.org/sites/trocaire/files/pdfs/tdr/DR2005_themillenniumdevelopmentgoals.pdf
 - iv. Post-2015 Development Goals:
http://www.un.org/millenniumgoals/pdf/deepak_nayyar_Aug.pdf
 - v. Maria Kett, Raymond Lang, and Jean-Francois Trani, "Disability, development and the dawning of a new convention: A cause for optimism?" *Journal of International Development*, Vol. 21, Iss. 5, (July 2009): 649–661.
 - vi. UN Enable, DESA (<http://www.un.org/disabilities/>)
 - vii. CRPD (<http://www.un.org/disabilities/default.asp?id=259>)
 - viii. CRPD Optional Protocol
(<http://www.un.org/disabilities/default.asp?id=311>)
 - ix. *Social Inclusion*, Chapters 5-9
 - x. D. MacKay, "The Convention on the Rights of Persons with Disabilities; A benchmark for action," *International Rehabilitation Review*, Vol. 56, Iss. 1, (2007): 2-4.
 - xi. Gerard Quinn, "The United Nations Convention on the Rights of Persons with Disabilities: Toward a New International Politics of Disability," *Texas Journal on Civil Liberties & Civil Rights*, Vol. 15 (2009): 33-
 - xii. Challenging the US Position on a UN Convention on Disability, Sally Chaffin, *Temple Political and Civil Rights Review*
 - xiii. *Disability At-a-Glance: A Profile of 28 Countries in Asia and the Pacific*
<http://hpod.org/pdf/Disability-at-a-glance.pdf>

- xiv. Disability and NGOs. Janet Lord, "NGO Participation in Human Rights Law and Process: Latest Developments in the Effort to Develop an International Treaty on the Rights of People with Disabilities," *ILSA Journal of International & Comparative Law*, Vol. 10, (2003-2004): 311-318.

6. (17 February) ICTs and Inclusive Sustainable Development

- a. Study Questions:
 - i. What role to ICTs play in sustainable development?
 - ii. How are ICTs integrated into the SDGs?
 - iii. What is WSIS and what is the WSIS+10 Outcome Document?
 - iv. What role to ICTs play in the WSIS Processes and Outcomes?
- b. Reading:
 - i. Maitland Commission Report
 - ii. Falling Through the Net
 - iii. WSIS Declaration of Principles and Action Plan
 - iv. WSIS+10 Outcome Document
 - v. UNGA Resolution 68/302 of 31 July 2014
 - vi. ITU Matrix linking SDGs and WSIS Action Lines.
http://www.itu.int/net4/wsis/sdg/Content/wsis-sdg_matrix_document.pdf

7. (24 February) Digital Divide(s)

- a. Study Questions:
 - i. What are the origins of the concept of a “Digital Divide” and what does it mean?
 - ii. What are the various conceptions of overlapping digital divides?
 - iii. What can be done to close these digital divides?
- b. Reading:
 - i. CRPD Article 33 (<http://www.un.org/disabilities/default.asp?id=293>)
 - ii. Gauthier de Beco (2013), Introduction, Chapter 1
 - iii. Michael Stein and Janet Lord, "Monitoring the Convention on the Rights of Persons with Disabilities: Innovations, Lost Opportunities, and Future Potential," *Human Rights Quarterly*, Vol. 32, No. 3, (August 2010): 689-728.
 - iv. Valerie L. Karr, “A Life of Quality: Informing the UN Convention on the Rights of Persons With Disabilities,” *Journal of Disability Policy Studies*, (January 28, 2011).

8. (2 March) Mid-Term Project Proposals

- a. Scheduled in the Order Received
- b. Reading:

AU Spring Break - 7-14 March 2016

9. (16 March) Multistakeholder Internet Governance and Sustainable Development

- a. Study Questions:
 - i. Professor Cogburn is at ISA in Atlanta. What is ISA and what role does it play in international relations and international development?

- ii. What is Internet Governance?
- iii. What is Multistakeholder Internet Governance?
- iv. What role does IG play in inclusive sustainable development?
- v. What is the IGF?
- vi. What is NETmundial?

b. Reading:

- i. What is the IGF?
- ii. NETMundial Global Multistakeholder Meeting on the Future of Internet Governance in Sao Paulo on 23 and 24 April 2014 - Outcome document

10. (23 March) Smart Cities and Employment

a. Study Questions:

- i. What is the background to the “inclusive cities” movement?
- ii. What elements are included in an “inclusive city”?
- iii. How does the concept of “inclusive cities” relate to inclusive development?
- iv. What actors play what roles in “inclusive cities”?
- v. How does the concept of “inclusive cities” relate to the CRPD ?

b. Reading:

- i. Enabling Justice: Spatializing Disability in the Built Environment, Victor Santiago Pineda, *Critical Planning*, Summer 2008
http://www.academia.edu/299654/Enabling_Justice_Spatializing_Disability_In_the_Built_Environment
- ii. Asian Development Bank: Inclusive Cities
<http://www.adb.org/sites/default/files/inclusive-cities.pdf>

11. (30 March) Inclusive Education

a. Study Questions:

- i. What is disability-inclusive education?
- ii. What role does education play in social and economic development?
- iii. What role can ICTs play in inclusive development?
- iv. What actors play what roles in inclusive education?

b. Reading:

- i. G3ICT Model Policy for Inclusive ICTs in Education for Persons with Disabilities http://g3ict.org/resource_center/publications_and_reports/p/productCategory_whitepapers/subCat_10/id_322
- ii. Educational Opportunities for Students with Disabilities: The Experience of a University Student in Brunei, F.S. Haq , *Asian Journal of University Education*
- iii. Richard Rieser, “Disability, Human Rights, and Inclusive Education, and Why Inclusive is the Only Educational Philosophy and Practice that Makes Sense in Today’s World,” Gill Richards, Felicity Armstrong (eds), *Teaching and Learning in Diverse Classrooms: Key Issues for New Teachers* (Routledge, 2011), Ch. 14.
- iv. Inclusive Education Initiatives for Children with Disabilities: Lessons from the East Asia and the Pacific Region, UNICEF, March 2003

12. (6 April) Intersectionalities

a. Study Questions:

- i. What is the concept of intersectionality?

- ii. How does intersectionality affect inclusive sustainable development?
- b. Reading:
 - i. Enabling Justice: Spatializing Disability in the Built Environment, Victor Santiago Pineda, *Critical Planning*, Summer 2008
http://www.academia.edu/299654/Enabling_Justice_Spatializing_Disability_In_the_Built_Environment
 - ii. Asian Development Bank: Inclusive Cities
<http://www.adb.org/sites/default/files/inclusive-cities.pdf>

13. (13 April) Water and Energy Management

- a. Study Questions:
 - i. How does water contribute to inclusive sustainable development?
 - ii. How does energy contribute to inclusive sustainable development?
 - iii. What conflicts are/can arise over water and how have they been resolved?
 - iv. What conflicts are/can arise over water and how have they been resolved?
 - v. Is there a role for technology in water and energy management?
- b. Reading:

Enabling Justice: Spatializing Disability in the Built Environment, Victor Santiago Pineda, *Critical Planning*, Summer 2008

14. (20 April) Preparing for Final Capstone Project Presentations

- a. Study Questions:
 - i. What is the concept of intersectionality?
 - ii. How does intersectionality affect inclusive sustainable development?
- b. Reading:
- c. Enabling Justice: Spatializing Disability in the Built Environment, Victor Santiago Pineda, *Critical Planning*, Summer 2008

15. (27 April) Final Capstone Project Presentations – Scheduled in Order Received

- a. *Virtual Session - Professor Cogburn in Malaysia*

Attendance, Class Participation, Group Projects and Grades

This course requires significant participation. Attendance is essential to your successful completion of this seminar; however, no formal attendance will be taken. Please notify the professor in advance when you will be absent from class. All synchronous seminar sessions will be recorded and made available in the Bb LMS. Participants are responsible for attending the synchronous sessions (or reviewing the entire recording) and being completely prepared for each seminar session according to the requirements of this syllabus. Lectures, class discussions, and group activities will supplement the outside reading. Seminar participants are expected to engage actively in seminar discussions and activities. Students are responsible for all assignments, explanations, and modifications given out in class. Also, please note that for those working in groups, a peer-evaluation technique will be employed to assess individual contributions to group projects.

Office Hours/Faculty Communication

Students are strongly encouraged to take advantage of office hours and other opportunities to meet

with me. My physical office hours are Mondays from 11:00 – 2:00 p.m., and by appointment. Again, I strongly suggest that you meet with me as soon as possible to discuss the seminar material and any questions that you may have. You may also want to discuss additional research opportunities in my lab and elsewhere. In addition to my physical office hours, I am available “virtually” nearly every day on Skype (Derrick_Cogburn) or Google+ (Derrick Cogburn). If you see me online, feel free to ask if I am available to chat or do a Hangout. Further, if you require an appointment outside of these arrangements, I may be able to accommodate you. Please send me e-mail and we can try to schedule an appointment.

Seminar Website and Collaboration Technology

This is “blended” course that will include “real time” synchronous sessions in class and online (using Blackboard Collaborate); and asynchronous activities (using Blackboard Learn). All of the tools assembled to support the seminar can be found within the American University Blackboard (Bb) Learn Learning Management System (<http://blackboard.american.edu/>). Starting on Wednesday, 13 January 2016 we will have weekly synchronous sessions from 9:00 – 11:00 a.m. Unless otherwise indicated, we will meet for these synchronous sessions in our virtual classroom using Blackboard Collaborate Ultra. You are encouraged to attend the synchronous sessions if possible. However, each synchronous session will be recorded, and you are required to either attend the live session or view the recording.

Our webconferencing tool is Blackboard Collaborate Ultra, and the virtual seminar room for the semester may be accessed at the following url: <http://tinyurl.com/inclusiveSDGs/>. This url is active now and will be good for the entire semester, and we will use the same room for all live/synchronous sessions. You may find user guides and tutorials for our webconferencing server at the following support page:

<http://www.blackboard.com/Platforms/Collaborate/Support/Support-for-Blackboard-Collaborate.aspx>. If you would like to join the private Facebook group for the course, please go to the following url: <https://www.facebook.com/groups/disabilitydevelopment/>. Joining the group does not make you friends with me or anyone else in the class, but will give you access to post and read material.

Mobile Learning Strategy

You may participate in the course from Washington, DC or anywhere in the world where you can gain access to the Internet. The asynchronous material is available on mobile devices (iOS or Android - using a free Bb app called “Mobile Learn”. Using this app, you may access the readings; read, post and respond to the blogs; review assignments; and review announcements. The synchronous sessions may be accessed using a free Bb app called “Bb Student”. All synchronous sessions will be recorded and available for your review immediately following the conclusion of those sessions. However, if you are in DC, please feel free to stop by my office to discuss your experiences, or just to chat.

Individual Meetings

If you would like to schedule an individual meeting with me, either online or in my office, feel free to send me an email: dcogburn@american.edu. I would be delighted to talk with you at any time about how the class is going, if you are having any problems, or career opportunities in Washington, Geneva, Paris, Bangkok, South Africa or other locations for international or regional organizations.

Expectations

As you may know, I have very high expectations of the participants in this seminar and you should have the same of me. In addition to the demanding seminar sessions, the course requires a minimum of 6-8 hours of outside work per week (e.g., reading, writing assignments, online activities). Students that are particularly interested in this subject, and are considering masters or doctoral programs, or other research careers, should explore with me opportunities to get involved with the research institute I direct at AU: (<http://aseanidpp.org/>).

This syllabus serves as an informal “learning contract,” and will govern activities in the seminar. However, before finalizing the syllabus, I allow suggestions to be made on improvement. After the “final” syllabus is posted, both students and the professor are bound by the contents therein (we can collectively agree to modify the syllabus during the course of the semester by mutual consent). As such, all participants are expected to complete the required reading and case assignments for each session prior to that session, to actively participate in all activities of the seminar, including the web-based discussions on Blackboard (which are also required). The Academic Integrity Code at American University and the School of International Service will be strictly enforced. **NB: Grades of incomplete can only be considered upon receipt of medical certification.** All late submissions receive an automatic 10% reduction per day past the specified due date.

Academic Integrity Code

Standards of academic conduct are set forth in the University's Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. I encourage you to familiarize yourself with the American University Academic Integrity Code (AIC) found at: <http://www.american.edu/academics/integrity/code.cfm>.

Student with Disabilities

It is the policy and practice of American University to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and District of Columbia requirements regarding students and applicants with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in the services, programs, and activities of The American University. If you are a qualified AU student with a documented disability whether undergraduate or graduate, in a degree program or non-degree, enrolled in credit or noncredit courses you are eligible for services through Disability Support Services (<http://www.american.edu/ocl/dss/>).

As defined by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, a qualified person with a disability means a person who meets the essential eligibility requirements of the academic program or service and is able to perform the essential requirements of the academic program or service, with or without reasonable accommodation. A person with a disability is one who (a) has a physical or mental impairment which substantially limits one or more major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment. Information and records about any disability you may have and any accommodations made for you are treated as confidential information under applicable federal and state laws, as well as university

policies, and are only provided to individuals on a need-to-know basis. For more information, see: <http://www.american.edu/ocl/dss/For-Students-Eligibility.cfm>.

Emergency Preparedness For Disruption Of Classes

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

Early Warning Notices

Undergraduate students may receive Early Warning Notices within the first month of classes. These notices are designed for you to contact your faculty, receive assistance, and develop strategies to improve your performance in the class. Please note that you should seek help throughout the semester when you have questions, fail to submit an assignment, fail to attend class, or receive an unsatisfactory grade.