BSST 335: INNOVATIONS IN COUNTERING VIOLENT EXTREMISM

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COURSE LOGISTICS:
August 31, 2015 – December 11, 2015
Mondays, 2:00pm-4:45pm, MMH 1304

COURSE DESCRIPTION:
In 2010, the US Executive Office of the President released a report on a new approach to counterterrorism. The Strategic Implementation Plan for Empowering Local Partners to Prevent Violent Extremism in the United States presented the idea of Countering Violent Extremism, or CVE, as a novel approach to countering terrorism through community engagement, advocacy and resilience. This report and several others like it urged individuals working in security, law enforcement, and community advocacy to seek out new ideas for building resilience against violent extremism and creating strong communities. This course will allow students to explore these CVE theories and strategies—a realm of policy, programs, and interventions designed to prevent individuals from engaging in violence associated with radical political, social, cultural, and religious ideologies and groups. CVE aims to address violent extremism in all its forms, regardless of ideology, and by individuals acting alone or in coordination with an extremist group. Unlike traditional counterterrorism programs focused on targeting or disrupting terrorist plots, CVE aims to address threats before violence occurs. CVE work is done in a variety of ways, such as through prevention work or engagement processes targeting the “root causes” of violent extremism. There are also emerging efforts to include targeted interventions, whether done with law enforcement involvement or through civil society efforts, to provide psychosocial support to individuals who may be assessed as “at-risk” for mobilization to violence. Finally, there is an emerging field of rehabilitation programs that help individuals who have been radicalized to disengage from violent action and reintegrate into non-violent communities. Students will explore these interventions alongside theories of community outreach, community intervention, and risk communication, drawing on the disciplines of psychology, sociology, criminology, anthropology, communication, and political science. They will also examine teaching cases of authentic, community-based CVE initiatives.

Innovation
In the literature on CVE programs, the US government has recognized the need for innovation in combating the development and operations of extremist groups and related criminal behaviors. To answer that call, this course will draw on the Design Thinking process, an innovation process used to generate new solutions to complex, real-world problems. Design Thinking, as taught by the Hansso Plattner Institute of Design at Stanford University, involves five distinct, but iterative, phases: empathy, in which designers work to understand their audiences; definition, in which designers work to understand problems experienced by their audiences; ideation, in which...
designers work to generate solutions to the problems they have identified; prototyping, in which designers create tangible models or immersive experiences based on their ideas; and testing, in which designers expose stakeholders to their prototypes and work to refine their products based on test data. The second half of this course will lead students through all five stages of the Design Thinking process, which they will use to develop proposals for CVE initiatives. They will develop these proposals in collaboration with one of three community-based organizations, discussed further below.

Cultural Competence

According to the National Center for Cultural Competence at Georgetown University, cultural competence is achieved within the context of community engagement by identifying and understanding the needs, capabilities, and help-seeking behaviors of individuals and families within a community, and by designing and implementing programs that are tailored to those unique needs. Cultural competence also requires, they argue, working in conjunction with support and helping networks within culturally diverse communities, such as neighborhood or civic and advocacy associations, local merchants and alliance groups; and ethnic, social and religious organizations, among others. This course places students in a position to first study and discuss such elements of cultural competence and then put them into practice. Through the semester, students will work in groups paired with one of three community-based organizations who engage in CVE programming:

- **Life After Hate (Chicago, IL):** Life After Hate was created in 2009 by former influential members of the radicalized American violent far-right movement and is dedicated to “inspiring individuals to a place of compassion and forgiveness, for themselves and for all people.” Through their ExitUSA program, they help radicalized individuals disengage from extremist movements and begin the process of deradicalization. They also support community practitioners (counselors, social workers, faith leaders, etc.) and families who are working with individuals interested in disengaging from an extremist group or movement. The organization also supports schools, community groups, NGOs, and other organizations in their efforts to teach about violent extremism.

- **Muslim Public Affairs Council (Los Angeles, CA, and Washington, DC):** The Muslim Public Affairs Council works to “improve public understanding and policies that impact American Muslims by engaging our government, media and communities.” Through partnering with other organizations, MPAC focuses on a number of issues of importance to the American Muslim community like national security, civil rights, empowering women, immigration, and religious freedom. Many of these issue areas are of shared concern for religious communities throughout America. MPAC prioritizes programs on interfaith relations as a key way to build resilient communities.

- **Sisterhood of Salaam Shalom (New York, NY and Washington, DC):** The Sisterhood of Salaam Shalom is a dialogue-focused organization that aims to grow relationships between Muslim and Jewish women “to build bridges and fight hate, negative stereotyping and prejudice.” The organization has local chapters throughout the Northeastern United States which create locally designed programs to foster dialogue between devout Muslim and Jewish women and engage them in one another’s cultural traditions. The organization’s national office holds larger, international events reaching Muslim and Jewish women throughout the United States and in Kuwait, Israel, the West Bank, and the Balkans.

They will spend the semester working closely with representatives of their selected organization, getting to know the organization and its community, interviewing its community and staff members, and working to identify a CVE-related problem, develop a proposal for a program to implement in an authentic community that the organization serves, and test a prototype of their proposal with members of the community in question.

Students will also focus on integrating cultural competence theory and skill development with the five phases of Design Thinking, a process also known as human-centered design, which is structured so as to place program designers in continued close contact with the communities for whom they are developing solutions. This course will therefore emphasize the development of the cultural competence knowledge, skills, and abilities necessary to
work at the intersection of diverse groups at risk for engaging in violent extremism and to conduct outreach to those communities.

This course represents a collaboration between the University of Maryland’s National Consortium for the Study of Terrorism and Responses to Terrorism (START) and Academy for Innovation and Entrepreneurship (AIE).

**LEARNING OBJECTIVES:**

By the end of the course, students will have developed the ability to:

**Fearless Ideas Learning Objectives:**
- Demonstrate an ability to reach innovative/unconventional solutions to the question of combating violent extremism by iteratively proposing ideas/strategies, receiving feedback, incorporating feedback and learning from failed approaches;
- Demonstrate an ability to collaborate with others on developing an innovative CVE program proposal by incorporating different viewpoints and experiences;
- Demonstrate the ability to present or perform their CVE program concept to outside stakeholders (specifically, CVE professionals from the Washington, DC, area);
- Demonstrate an ability to solve real world challenges by critiquing existing applications of scholarship on CVE, learning from past CVE successes and failures, and identifying new or unexplored opportunities in the field of CVE.

**Cultural Competence Learning Objectives:**
- Explain how cultural beliefs influence behaviors and practices at the individual, organizational, and societal levels, with specific attention to how these beliefs play out in driving individuals towards or away from violent extremism;
- Analyze their own cultural beliefs with respect to attitudes or behaviors, and analyze how those beliefs will play out in their interaction with community stakeholders and community CVE programs;
- Compare and contrast differences among two or more cultures, with specific attention to the community(ies) targeted in their CVE program proposal and the dominant culture in which the community is located; and
- Effectively use skills to negotiate cross-cultural situations or conflicts during the development of their proposed CVE program and engagement with stakeholder communities.

**COURSE MATERIALS:**

We will use one textbook for this course:


All other readings will be available in the classroom ELMS site.

**GRADING AND ASSIGNMENTS:**

Your grade will consist of 10 elements:

- Small-Scale Design Projects 15%
  - Community-Engagement Design Project 5%
You will complete the following pieces for each of the above-referenced assignments. We will discuss each assignment further in class.

**Cultural Competence Skill Development Program, due October 5 and December 14**

- 1-page list of the Cultural Competence Knowledge, Skills, and Abilities (KSAs) you need for the project
- 3-page continuing professional development plan for cultural competence KSAs

In the first piece of this assignment, you will produce a list of cultural competence KSAs, taken from course readings, course discussion, and outside research, that you believe you will need to develop in order to work successfully with, and understand the needs of your community organization. You will create a bulleted list, footnoting sources that define each skill, and noting why you need them.

You will be graded according to the following rubric.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Format</th>
<th>Description of criterion</th>
<th>Outstanding</th>
<th>Good</th>
<th>Acceptable</th>
<th>Poor</th>
<th>Unacceptable</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Outstanding. Follows assigned format perfectly.</td>
<td>Outstanding. Shows superior insight into the assignment’s theme.</td>
<td>5 pts</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>4 pts</td>
</tr>
<tr>
<td></td>
<td>Good. Follows assigned format well but may miss an element.</td>
<td>Good. Shows good insight into the assignment’s theme, but may not run as deep as stronger pieces.</td>
<td>4 pts</td>
<td>3 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>3 pts</td>
</tr>
<tr>
<td></td>
<td>Acceptable. Mostly follows assigned format.</td>
<td>Acceptable. Mostly demonstrates insight into the assignment’s theme but may miss important components.</td>
<td>3 pts</td>
<td>3 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>2 pts</td>
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<tr>
<td></td>
<td>Poor. Follows a few elements of assigned format but misses many elements.</td>
<td>Poor. Shows limited insight into the assignment’s theme.</td>
<td>2 pts</td>
<td>2 pts</td>
<td>2 pts</td>
<td>1 pts</td>
<td>2 pts</td>
</tr>
<tr>
<td></td>
<td>Unacceptable. Does not follow assigned format.</td>
<td>Unacceptable. Is off-topic.</td>
<td>1 pts</td>
<td>1 pts</td>
<td>1 pts</td>
<td>1 pts</td>
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In the second piece of the assignment, you will produce a 2-page professional development plan for yourself, discussing what cultural competence KSAs you believe you would need to continue to develop in order to implement the program proposal your group developed. In this paper, you should also create a hypothetical plan.
for developing these KSAs. This plan should identify authentic education, training, and workforce development opportunities that will facilitate the competencies you write about.

You will be graded according to the following rubric. Please zoom in to approximately 300% to read the rubric clearly.

### Community Engagement Design Project: Due October 12
- 1-Page Description and JPEG Images of Community Engagement Design Project Brainstorming Process (Group Assignment)
- 2-Page What/So What/Now What Reflection on Exercise (Individual Assignment)

For your documentation of the in-class exercise, you will produce, as a group, a 1-page description and JPEG images of the brainstorming and idea selection exercises completed during the in-class, small-scale design project on community engagement.

These materials will be graded on a scale of 1-10, based on the following rubric. This score will make up 9% of your grade for the assignment.

#### Design Thinking Documentation Rubric

You’ve already rated students with this rubric. Any major changes could affect their assessment results.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
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</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Good: Follows assigned format well but may miss an element. 3 pts</td>
<td>5 pts</td>
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<tr>
<td></td>
<td>Acceptable: Mostly follows assigned format but misses many elements. 2 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unacceptable: Does not follow assigned format. 1 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Description of criterion</strong></td>
<td>Outstanding: Shows superior insight into the assignment’s theme. 5 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good: Shows good insight into the assignment’s theme, but may not run as deep as stronger pieces. 3 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acceptable: Mostly demonstrates insight into the assignment’s theme but may miss important components. 2 pts</td>
<td></td>
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<tr>
<td></td>
<td>Unacceptable: Is off-topic. 1 pts</td>
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</tbody>
</table>

Please zoom in to approximately 250% to review an example of a documentation submission.
For your reflection, you will each individually complete a What/So What/Now What reflection individually to accompany each assignment leading up to your final project demonstration. In these reflections, you will answer the following questions, sequentially:

1) What did I see in this exercise that reinforced a key course concept? (Name at least one specific concept and refer to at least two specific course readings and other research documents);

2) What did I see in this exercise that contradicted a key course concept? (Name at least one specific concept and refer to at least two specific course readings and other research documents);

3) So what? If elements of this exercise reinforce course concepts, what are the implications? Or if elements of this exercise contradict course concepts, how do I reconcile these contradictions?

4) What new perspective(s) do I now have on CVE programs? and

5) What elements of cultural competence knowledge, skills, and abilities are applicable to the work you did in this exercise? Did this exercise help you reflect critically on your own cultural competence knowledge, skills and abilities?

Your reflection will represent 91% of your grade for each assignment and will be scored according to the following rubric. Please zoom in to approximately 300% to read the rubric easily.
Community-Building Design Project: Due October 19

- 1-Page Description and JPEG Images of HMW and Constraint Exercises, Community Building Design Project (Group Assignment)
- 2-Page What/So What/Now What Reflection on Exercise (Individual Assignment)

Please see explanation of documentation and reflection exercises above.

Counter-Ideology Design Project: Due October 26

- 1-Page Description and JPEG Images of HMW and Constraint Exercises, Counter-Ideology Design Project (Group Assignment)
- 2-Page What/So What/Now What Reflection on Exercise (Individual Assignment)

Please see explanation of documentation and reflection exercises above.
Final Project, Empathy Phase: Due November 2

- JPEG Images of Cultural Probe Saturation Board (Group Assignment)
- Empathy Field Guide Planning Worksheet and Field Notes from Empathy Interviews with Members of Partner Community Organization (1-3 pages on each interview, 4 interviews per pair of students) (Smaller Group Assignment)
- 2-Page What/So What/Now What Reflection on Exercise (Individual Assignment)

Please use the documentation and reflection parameters discussed above. We will use the documentation (9% of grade) and reflection (91% of grade) rubrics to evaluate these submissions.
Final Project, Definition Phase: Due November 9

- JPEG Images of Empathy Maps (Group Assignment)
- JPEG Images of Point of View Statement (Group Assignment)
- 2-Page What/So What/Now What Reflection on Exercise (Individual Assignment)

Please use the documentation and reflection parameters discussed above. We will use the documentation (9% of grade) and reflection (91% of grade) rubrics to evaluate these submissions.

WHY use an empathy map
Good design is grounded in a deep understanding of the person for whom you are designing. Designers have many techniques for developing this sort of empathy. An Empathy Map is one tool to help you synthesize your observations and draw out unexpected insights.

HOW to use an empathy map
UNPACK: Create a four quadrant layout on paper or a whiteboard. Populate the map by taking note of the following four traits of your user as you review your notes, audio, and video from your fieldwork:

SAY: What are some quotes and defining words your user said?
DO: What actions and behaviors did you notice?
THINK: What might your user be thinking? What does this tell you about his or her beliefs?
FEEL: What emotions might your subject be feeling?

Note that thoughts/beliefs and feelings/emotions cannot be observed directly. They must be inferred by paying careful attention to various clues. Pay attention to body language, tone, and choice of words.

IDENTIFY NEEDS: "Needs" are human emotional or physical necessities. Needs help define your design challenge. Remember: Needs are verbs (activities and desires with which your user could use help), not nouns (solutions). Identify needs directly out of the user traits you noted, or from contradictions between two traits – such as a disconnect between what he says and what she does. Write down needs on the side of your Empathy Map.

IDENTIFY INSIGHTS: An "insight" is a remarkable realization that you could leverage to better respond to a design challenge. Insights often grow from contradictions between two user attitudes (either within a quadrant or from two different quadrants) or from asking yourself "Why?" when you notice strange behavior. Write down potential insights on the side of your Empathy Map. One way to identify the needs of insights is to capture "tensions" and "contradictions" as you work.
Final Project, Ideation Phase: Due November 16

- 1-Page Explanation of HMW Questions and Constraints Selected (Group Assignment)
- JPEG Images of HMW and Constraint Brainstorming Exercises (Group Assignment)
- JPEG Images of Choosing with Intention Exercise (Group Assignment)
- 1-Page Explanation of Selected Idea (Group Assignment)
- 2-Page What/So What/Now What Reflection on Exercise (Individual Assignment)

Please use the documentation and reflection parameters discussed above. We will use the documentation (9% of grade) and reflection (91% of grade) rubrics to evaluate these submissions.
Final Project, Prototyping and Testing Phases: Due November 23

- 1-Page Explanation of Prototype with Necessary JPEG Images (Group Assignment)
- 1-2-Page Explanation of Testing Results for In-Class Testing (Group Assignment)
- 1-2-Page Explanation of Testing Results for Out-of-Class Testing (Group Assignment)
- 2-Page What/So What/Now What Reflection on Exercise (Individual Assignment)

Please use the documentation and reflection parameters discussed above. We will use the documentation (9% of grade) and reflection (91% of grade) rubrics to evaluate these submissions.
Final Project Demonstration: Due November 30 or December 7, as assigned (Group Assignment)

You will deliver your final demonstration in front of government stakeholders from the Department of Homeland Security, the Department of State, and the White House, as well as your instructors and facilitators from the Academy of Innovation and Entrepreneurship and representatives of the three community-based organizations working with the class. At least four people will score your presentation on the provided scoring sheet, and the totals, from each 25-point rubric, will be added together to obtain your grade.

You will be asked to incorporate Design Thinking storytelling principles and principles from the Japanese presentation style PechaKucha, which we will discuss in class.

A sample rubric with comments from a Department of Homeland Security reviewer are available on the next page.
Program Proposal Assessment: Due December 17

- 5-Page Paper Identifying Top Demonstration Candidate for Implementation (Individual Assignment)

Please note: you may not select your own program proposal to write about!

You will select a program proposal presented by one of your classmates’ groups which you have identified as the program you would most like to see implemented. Your paper should have the following sections, clearly labeled:
1) Identified program name; 2) Identified program team; 3) Three-sentence explanation of why you are selecting this program for implementation; 4) Program strengths; 5) Program weaknesses; 6) Possible suggestions for refinement/ improvement. In a conclusion, please also discuss the degree to which the demonstration you chose reflected important cultural competence KSAs. Please be specific in your reference to cultural competence KSAs we have discussed in class.

You will be graded according to the following rubric.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking and Depth of Thought</td>
<td>Excellent. Paper is rich in content, demonstrate thought, insight and analysis. Paper offers new ideas and make unique contributions.</td>
<td>50 pts</td>
</tr>
<tr>
<td></td>
<td>Good. Paper offers substantrial normation: thought, insight, analysis have taken place. Paper offers some new ideas but mostly build off the ideas of others.</td>
<td>42 pts</td>
</tr>
<tr>
<td></td>
<td>Adequate. Paper is relevant to class, but the information may be thin.</td>
<td>51 pts</td>
</tr>
<tr>
<td></td>
<td>Unacceptable. Paper may not be relevant to class or to assignment.</td>
<td>0 pts</td>
</tr>
<tr>
<td>Writing and Organization</td>
<td>Excellent. Follows assigned format perfectly. Does not contain any noticeable errors in standard writing conventions.</td>
<td>50 pts</td>
</tr>
<tr>
<td></td>
<td>Good. Follows assigned format well but may miss an element. May contain errors in standard writing conventions but they do not significantly interfere with understanding.</td>
<td>45 pts</td>
</tr>
<tr>
<td></td>
<td>Adequate. Mostly follows assigned format. Contains a variety of errors in standard writing conventions which may occasionally make reading slow and may somewhat interfere with understanding.</td>
<td>35 pts</td>
</tr>
<tr>
<td></td>
<td>Unacceptable. Does not follow assigned format. Contains persistent errors in standard writing conventions which consistently interfere with understanding.</td>
<td>0 pts</td>
</tr>
</tbody>
</table>

Total Points: 100
**CLASS POLICIES:**

**Student Conduct and Academic Integrity.** Students are expected to adhere to the University of Maryland’s Code of Student Conduct and to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another or with the instructor or teaching assistants, will be subject to referral to the Office of Student Conduct or to the Campus Police. The Code of Student Conduct is available online: [http://www.president.umd.edu/policies/docs/v100b.pdf](http://www.president.umd.edu/policies/docs/v100b.pdf).

Students are also expected to adhere to the University of Maryland’s Code of Academic Integrity and to refrain from acts of academic dishonesty. All students must write the Student Honor Pledge on all assignments:

*I pledge on my honor that I have not given or received any unauthorized assistance on this examination.*

Any student committing an apparent act of academic dishonesty will be subject to referral to the Student Honor Council. The Code of Academic Integrity is available online: [http://www.president.umd.edu/policies/docs/III-100A.pdf](http://www.president.umd.edu/policies/docs/III-100A.pdf).

**Attendance.** Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

- For every medically necessary absence from class, a reasonable effort should be made to notify the instructor in advance of the class.
- If a student is absent more than one week (two consecutive course meetings), the student should supply documentation signed by a health care professional.
- If a student is absent on days when in-class exercises are scheduled, he or she is required to notify the instructors in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional. The student may be required to complete a make-up assignment.

Any student submitting falsified documentation of illness will be referred to the Student Honor Council.

**Religious Observances.** The University System of Maryland policy on religious observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. Students must submit a written request to make up a class meeting, assignment, or exam date for the purposes of religious observance by the end of the second week of classes. Please note that accommodations will not be made for travel to and from the site of religious observances. Additional information on religious observance policy is available online: [http://www.english-pw.umd.edu/PoliciesandProcedures/GeneralPolicies/ReligiousObservances.htm](http://www.english-pw.umd.edu/PoliciesandProcedures/GeneralPolicies/ReligiousObservances.htm).

**Disability Support Services.** Any student requesting special accommodations must be registered with the University of Maryland’s Disability Support Service (DSS) Office and must provide a DSS Accommodation Form updated for the current semester by the end of the second week of classes. Students who fail to meet this deadline will not receive special accommodations. Additional information on disability support services is available online: [http://www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS).
**Extra Credit.** You will have several opportunities to earn extra credit, which we will discuss further in class. In these opportunities, you will have the option to provide suggested updates to the simulation materials to receive additional points on your midterm grade or on individual after-action report grades.
COURSE SCHEDULE

Week 1 – Monday, August 31
Introduction to the Course

In-Class Activity:
- Review of Course Concepts
- Review of Syllabus
- 90-Minute Design Project

Week 2 – Monday, September 7: NO CLASS (Labor Day)

Week 3 – Monday, September 14
Understanding Violent Extremism

Readings Due:

In-Class Activity:
- Group Formation Speed-Dating
- Presentation From, and Discussion with Representatives from Community-Based Organizations
- Pairing Groups with Community Organizations
Week 4 – Monday, September 21

Countering Violent Extremism

Readings Due:


In-Class Activity:

- Empathy Interviews within Groups

Week 5 – Monday, September 28

Models of Cultural Competence and their Relevance for Countering Violent Extremism

Assignment Due Before Class Begins:

- 1-Page Description, Summary of Interview Data

Readings Due:

In-Class Exercise:
- Development of a Taxonomy of Cultural Competence Knowledge, Skills, and Abilities for CVE Programming

Week 6 – Monday, October 5
Community Engagement Programs

Assignment Due Before Class Begins:
- 1-Page List, Cultural Competence KSAs (submitted via ELMS link)

Readings Due:
- North West Regional Youth Work Unit, Government Office for the North West, United Kingdom. (April 1, 2009). *Project Safe Space NW: Challenging the Prejudices and Stereotypes Created by Terrorism and Violent Extremism*. Lancashire, England, UK.

In-Class Exercise:
- Small-Scale Design Project: HMW and Constraint Exercises to Build a Community Engagement Program for an Authentic Community

Week 7 – Monday, October 12
Community Building Programs

Assignment Due Before Class Begins:
- 1-Page Description, Community Engagement Design Project and JPEG Images of HMW and Constraint Exercises (submitted via ELMS link and emailed to your community organization representative)
Readings Due:


In-Class Exercise:

- Small-Scale Design Project: HMW and Constraint Exercises to Build a Community Building Program for an Authentic Community

Week 8 – Monday, October 19

Counter-Ideology Programs

Assignment Due Before Class Begins:

- Copy of Feedback from Community Organization Representative on Community-Engagement Design Project (submitted via ELMS link)
- 1-Page Description, Community Building Design Project and JPEG Images of HMW and Constraint Exercises (submitted via ELMS link and emailed to your community organization representative)

Readings Due:

- Selections TBA from Marvel Comics Ms. Marvel: Kamala Khan series, to be published in February 2014.
In-Class Exercise:

- Small-Scale Design Project: HMW and Constraint Exercises to Build a Counter-Ideology Program for an Authentic Community

Week 9 – Monday, October 26
Design Thinking Workshop: Empathy

Assignment Due Before Class Begins:
- Copy of Feedback from Community Organization Representative on Community-Building Design Project (submitted via ELMS link)
- 1-Page Description, Counter-Ideology Design Project and JPEG Images of HMW and Constraint Exercises (submitted via ELMS link and emailed to your community organization representative)

In-Class Exercise:
- Conducting Cultural Probe Research Online and Creating Saturation Map
- Empathy Field Guide Planning

Week 10 – Monday, November 2
Design Thinking Workshop: Definition

Assignment Due Before Class Begins:
- Copy of Feedback from Community Organization Representative on Counter-Ideology Design Project (submitted via ELMS link)
- JPEG Images of Cultural Probe Saturation Board (submitted via ELMS link)
- Empathy Field Guide Planning Worksheet and Field Notes from Empathy Interviews (1-3 pages on each interview, 4 interviews per pair) (submitted via ELMS link)

In-Class Exercise:
- Empathy Map Exercise
- Point of View Statement Exercise
- Development of 10 How-Might-We Questions

Assignment Due When Class Ends:
- Documentation of 10 HMW Questions (submitted via ELMS link)

Week 11 – Monday, November 9
Design Thinking Workshop: Ideation

Assignment Due Before Class Begins:
- JPEG Images of Empathy Maps (submitted via ELMS link)
- JPEG Images of Point of View Statement Assignment (submitted via ELMS link)

In-Class Exercise:
- HMW/Constraints Brainstorming
- Choosing with Intention Exercise

Week 12 – Monday, November 16
Design Thinking Workshop: Prototyping and Testing

Assignment Due Before Class Begins:
- JPEG Images of HMW and Constraint Brainstorming Exercises (submitted via ELMS link)
- JPEG Images of Choosing with Intention Exercise (submitted via ELMS link)
- 1-Page Explanation of Selected Idea (submitted via ELMS link)

In-Class Exercise:
- Prototyping for Empathy Exercise
- Prototyping for Testing Exercise
- Testing Prototypes within Class

Week 13 – Monday, November 23
Design Thinking Workshop: Storytelling

Assignment Due Before Class Begins:
- 1-Page Explanation of Prototype with Necessary JPEG Images
- 1-2-Page Explanation of Testing Results for In-Class Testing
- 1-2-Page Explanation of Testing Results for Out-of-Class Testing

In-Class Exercise:
- Storytelling Exercise
- Development of Demonstration

Week 14 – Monday, November 30
Demonstrations of Proposed Programs

Assignment Due:
- Demonstrations of Proposed Programs (as assigned)

Week 15 – Monday, December 7
Demonstrations of Proposed Programs

Assignment Due:
- Demonstrations of Proposed Programs (as assigned)
Week 16 – NO CLASS

Assignment Due on December 14:

- 5-Page Program Proposal Assessment
- 3-Page Cultural Competence KSA Professional Development Plan