

## FIRST YEAR SEMINAR COURSE PROPOSAL

UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or** any **other existing course** that you wish to have designated to meet the first year seminar requirement.

<b>COURSE NUMBER:</b>	FSEM 100		
<b>COURSE TITLE:</b>	DO'S AND DON'TS FOR DO GOODERS		
<b>SUBMITTED BY:</b>	Shawn Humphrey	<b>DATE:</b>	October 9, 2012
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			<input checked="" type="checkbox"/>

**NOTE:** Please view the attached Call for Proposals or visit the First-Year Seminar blog at <http://firstyearsem.umwblogs.org/> to see the criteria used to evaluate courses proposed to meet the first year seminar requirement. See the report entitled "General Education Curriculum as Approved by the Faculty Senate" for additional details.

**COURSE DESCRIPTION.** In the space below, provide a **1-2 sentence** description of this class. The description will be entered in Banner, and will also be used in other publications about the first year seminar program (such as the "Eagle Essentials" booklet).

Do's and Don'ts for Do-gooders explores our motivations to address global poverty and the most responsible way to alleviate global poverty while simultaneously safeguarding the dignity of the poor.

**RATIONALE.** Using only the space provided in the box below, **briefly** state why this course should be approved as a first year seminar course.

The practice of making a difference is, for the most part, focused on changing the behavior of the poor – creating opportunities and incentives for the poor to invest in themselves and in their futures, families, and communities. This is crucial. However, it has ignored one crucial variable – us. Do's and Don'ts for Do-gooders is focused on changing our behavior– creating opportunities and incentives for the students and professor alike to critically reflect on our motivations to address global poverty, on our role, if any, in the process of economic development, and most importantly exploring the methods that safeguard the dignity of the poor when we do engage them and their communities. The course will be structured around a series of questions exploring multiple aspects of engagement. Course assignments include an experiential learning component (participation in the Two Dollar Challenge), blogging, a comparative analysis of the guiding values of prominent non-profit organizations, a Pro/Con Research Project and complementing in-class presentation. The overarching objective for the course is to conclude in a collection of guiding principles for engagement.

**SYLLABUS.** Attach a course syllabus.

**SUBMIT** this form and attached syllabus **electronically as one document** to Jason Matzke ([jmatzke@umw.edu](mailto:jmatzke@umw.edu)). All submissions **must** be in electronic form.

**Syllabus**  
**FSEM 100**  
**Do's and Don'ts for Do-gooders**  
**University of Mary Washington**  
**Spring 2013**  
**TR**

**Instructor:** Dr. Shawn Humphrey

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**Course Description:**

Do's and Don'ts for Do-gooders explores the fundamental causes of global poverty, our motivations to address global poverty, and the most effective, responsible and sustainable ways to alleviate global poverty.

**Course Objectives:**

The practice of economic development is, for the most part, focused on changing the behavior of the materially impoverished – creating opportunities and incentives for them to invest in themselves and in their futures, families, and communities. This is crucial. Do's and Don'ts for Do-gooders, however, is focused on changing the behavior of the materially prosperous (that is you and me) – creating opportunities and incentives for the prosperous to critically reflect on their motivations to address global poverty and on their role, if any, in the process of economic development.

**Additional Objectives:**

1. Provide an opportunity for students to utilize the library and writing and speaking centers.
2. Develop the following skill set:
  - A. Construct and complete a semester-long research project.
  - B. Construct and articulate ideas during classroom participation and presentations.

**Required Texts:**

Easterly, William “The White Man’s Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good”

Lupton, Robert “Toxic Charity: How Churches and Charities Hurt Those They Help (And How to Reverse It)”

Ruth Stark “How to Work in Someone Else’s Country” (2011)

Linda Polman “The Crisis Caravan: What’s Wrong with Humanitarian Aid?” (2011)

Dambisa Moyo “Dead Aid: Why Aid Is Not Working and How There is a Better Way for Africa” (2010)

## Additional Readings will be placed on Canvass

### Course Requirements:

**Comparative Values Paper:** Choose 5 organizations (for profit, non-profit, or government) and compare and contrast the values that guide how they engage the world. This is a 6-7 page paper. This paper, assigned on a Thursday and due the following Thursday, is worth 10 points each. See Canvass for more details, helpful hints, and the *Comparative Values Paper Guidelines and Grading Rubric*.

**Blog:** In this assignment, each student is tasked with reaching out to a prominent public individual in the area of economic development/social justice/global poverty (for example, politicians, world leaders, authors, bloggers, and columnists), asking them one of two questions, and securing their reply - which will be posted on the course blog.

**Pro/Con Research Project:** A research project will be assigned. It will result in a 10-12 page outline, but also includes a number of other intermediate stages and final products. In this assignment, a pair of students will be assigned the same research topic. Each topic will focus on one of the many ways that well intentioned individuals attempt to make a difference in global poverty. One student in the pair will take the pro-side: enumerating the beneficial impacts that attend this type of intervention. The other student in the pair will take the con-side: enumerating the drawbacks that attend this type of intervention. The research project is worth a total of 20 points. See Canvass for the *Pro/Con Research Project Packet*. Here is a breakdown of the points:

(1) Topic Statement:	5	points
(2) Annotated Bibliography:	5	points
(3) Final Project:	10	points

**Pro/Con Student Lecture:** Each Pro/Con Research Project Pair will have one day set aside for them to present their research to the class. Each student in the pair will have 20-25 minutes to present his/her work to the class. The remaining class time will be used for a question and answer session with the class. The Pro/Con Student Lecture is worth 10 points. See Canvass for the *Pro/Con Student Lecture Packet*.

**Participation:** Participation is worth 10 points. Participation includes students asking and answering questions asked by the instructor and/or other students. See Canvass for the *Participation Packet*

**Two Dollar Challenge:** An experiential learning exercise in which participants live on \$2 a day for 5 days and 4 nights while adhering to additional rules. This is an extra credit assignment.

### Grading:

Comparative Values Paper	20	points
Blog	10	points
Pro/Con Research Project	20	points
Pro/Con Student Lecture	10	points
Participation	10	points
<b>Total:</b>	<b>70</b>	<b>points</b>

<b>Final Grades:</b>		<b>(Your Score/70)</b>
A	=	93 – 100%
A -	=	90 – 92 %
B +	=	87 – 89%
B	=	83 – 86%
B -	=	80 – 82%
C +	=	77 – 79%

C	=	73 – 76%
C -	=	70 – 72%
D +	=	67 – 69%
D	=	60 – 66%
F	=	< 60%

**Mid-Semester Reports:** Poor or consistently unprepared attendance and/or an unwillingness to participate will be reported as “unsatisfactory” on mid-semester reports. Not to mention poor performance (D+ and below).

**Honor Code:** The Honor Code governs all work in this course. Students’ signatures on any and all coursework convey a pledge of neither giving nor receiving aid on work.

**Students with Disabilities:** The Office of Disability Resources (ODR) has been designated by the University as the primary office to assist students with disabilities. If you receive services through ODR and require accommodations for this class, please come see me as soon as possible. Any information you share is strictly confidential. If you have not made contact with ODR and have reasonable accommodation needs I will be happy to refer you. The ODR will require appropriate documentation of disability.

### **Course Schedule (*Subject to Change*):**

#### **What We Think When We Say Developing Country**

#### **I. Why are some countries rich and others poor? (Weeks 1- 3)/Contours of Development**

Easterly “White Man’s Burden” (Chapters 1-3)

#### **II. What are our motivations to take on global poverty? Is there a moral imperative? (Weeks 4-8)**

Illich “To Hell with Good Intentions”

Tales from the Hood “Honesty 101- What We Get” (<http://talesfromthehood.com/2009/07/24/honesty-101-what-we-get/>)

Tales from the Hood “American Culture 102” (<http://talesfromthehood.com/2010/05/31/american-culture-102-from-our-cold-dead-hearts/>)

Davis, Adam “What We Don’t Talk About When We Don’t Talk About Service” from the *The Civically Engaged Reader*, ed. A. Davis and E. Lynn, Great Books Foundation (2006)

de Jong, Sarah “False Binaries: Altruism and Selfishness in NGO Work” from the *Inside the Everyday Lives of Development Workers*, ed. Anne-Meike Fechter and Heather Hindman (2011)

Harford, Tim “Charity is Selfish” *Slate* (October 14, 2006)

Kanbur, Ravi “Poverty Professionals and Poverty” (March 2010)

Singer, Peter “The Singer Solution to World Poverty” *The New York Times Magazine* (September 5, 1999)

Singer, Peter “One Community” in *One World: the Ethics of Globalization* (2002)

Wiesel, Elie “The Perils of Indifference” (speech delivered April 12, 1999, Washington DC)

Giving What You Can <http://www.owen.org/blog/5495>

#### **III. What is the best way to make an effective, sustainable and responsible difference? (Weeks 9-13)**

##### **Poverty Tourism**

Selinge, Evan “Poverty Tourism, Justice and Policy”

Eric Weiner “Slum Visits: Tourism or Voyeurism”

## **Humanitarian Aid/Crisis Aid**

Linda Polman “The Crisis Caravan: What’s Wrong with Humanitarian Aid?” (2011)

Dambisa Moyo “Dead Aid: Why Aid Is Not Working and How There is a Better Way for Africa” (2010)

## **Causumerism**

Richey and Ponte “Brand Aid: Shopping Well to Save the World” – Introduction

## **Celebrities and Development**

Heribert Dieter and Rajiv Kumar (2008) The Downside of Celebrity Diplomacy: The Neglected Complexity of Development. *Global Governance: A Review of Multilateralism and International Organizations*: July-September 2008, Vol. 14, No. 3, pp. 259-264.

## **Used Clothing Trade (TOMS Shoes)/SWEDOW**

Baden “Impact of Second-Hand Clothing Trade on Developing Countries”  
[http://www.maketradefair.com/en/assets/english/shc\\_0905.pdf](http://www.maketradefair.com/en/assets/english/shc_0905.pdf)

Dougherty “Trade Theory versus Used Clothes” NYT  
<http://www.nytimes.com/2004/06/03/business/trade-theory-vs-used-clothes-in-africa.html?pagewanted=all&src=pm>

Fields “The beneficial nature of the second hand clothing trade in Africa”  
<http://www.lmb.co.uk/downloads/TextilesInAfrica.pdf>

## **Immersion**

Robert Chambers “Poverty Unperceived: Traps, Biases and Agenda”

## **IV. Pro/Con Debates (Weeks 14-15)**

## **V. Final Project Due (Week 16)**