Course # INTD 497 (section 4) -Tuesday 2:35-5:35 PM
September 3-December 4 2013
Profs. Jaykumar A. Menon and Mark L. Berlin

Course description:

Working in teams, you will be asked to develop an entrepreneurial project that has an impact on international development/global justice. This will be a practical course, working on real life issues and situations, with an aim of creating something that could actually come into being. This entails a written and research component - a written plan for the venture/initiative (enunciating a vision or theory of change, market/needs analysis, implementation plan, evaluation methods), and also, to the extent possible, real world testing and action. Possible initiatives could be as diverse as: a proposal to (the now-former) CIDA to undertake a justice-related development project in one of their countries of interest; a startup company focused on a need of a poor person in a low-income country; fair trade ventures; a citizen-led lobby group in Canada focusing on development/global justice issues; a social movement (e.g Occupy, G-20 activism, Narmada Bachao Andolan); reform for CIDA. Students should think about an idea for a project they might like to pursue and come to the first class prepared to discuss it. If a student does not have a sufficiently formed idea, then a general theme or approach or even a general area of interest also acceptable.

Syllabus:

September 3-Dec 3, 2013 (14 classes in all)

Sept 3 - Course #1: Who We Are. (JAM and MLB)

Part A
- Intros by and Q&A with Profs - maybe 30-45 min each.
- Student roundtable - 5-10 min each - what are you about/where are you from/what are you interested in. Also, “two truths and a lie” exercise. This will help students know each other for formation of teams.
- Course description: What the course is about, overview, expectations (e.g. strict deadlines)
- Students who have them share their ideas for projects, or their general themes/areas of interest
- Ideas stockpile: JM shows list of ideas that could be pursued if students don’t have their own.

Part B: Intro to Entrepreneurship
- Definition discussion on “what is an entrepreneur” - emphasizing original French meaning word- “to undertake” - i.e. not just company/private sector, but social projects too.
• Spectrum of Examples: spectrum of ventures/undertakings from very tech/product profit-oriented to the opposite very social movement pole social, products, fair trade, corporate social responsibility, bottom of the pyramid-Prahalad, thousand points of light, social movements-G-20/Occupy/India-Roy-Naxalites. Notion - many different paths.
• Debates: Solutionism v. Social Movements; Safety Nets v. Thousand Points of Light
• Video: Show TED video. then show countervailing video- e.g anything from Mozorov.
• Readings: Mosorov, One Laptop Per Child postmortems; Occupy; Gandhi, Diamandis.
• To be continued as needed in course #2

**Sept 10 - Course #2: What is an Entrepreneur (JAM and MLB)**

Finding Your Path as an Entrepreneur (workshop)

Readings: First person accounts of entrepreneurship
Format: In small breakout groups, with reporting back to full group, depending on course size.

• Intro: Brief recap of Course #1
• Discussion #1: Students write down what they are passionate about- ideas or subjects or causes
• Discussion #2: Flow (borrowing from the work of psychologist Mihaly Csikszentmihalyi). Look at your past experiences in work and life. Write down your best and worst past experiences, and your unique talent. Where have you gotten lost in work or an activity, and where does your heart sing? That is what you should do in life.
• Discussion #3: Students go around first, in a circle, and talk about hobbies and interests of theirs
• Discussion #4: Talk about perceived needs - in the system, among poor people, etc.
• Discussion #5: Initial brainstorming about projects/initiatives/ventures
• Discussion #6: In the full class session students start to form project groups (though solo okay)

**Sept 17 - Course #3: Entrepreneurial Basics - Planning and Acting on Your Venture (JAM)**

Readings: Business plan instructions, “Against Business plans” article

Part A: Biz plan Basics
• Needs
• Competitor Analysis
• Product/Service
• Business Model
• Rollout
• Financials
• Writing a Business Plan
• Rapid Prototyping

Part B: Students discuss their projects in groups

**Sept 24- Course #4: International Development and Law**

Part A: International Legal Technical Assistance (MLB lecture)

This class gives an in-depth examination with practical applications of how international development in a legal context is actually undertaken.

Readings:
Students should familiarise themselves with
• Official Government of Canada website for Department of Justice; and focus on countries and areas of priority
• Official Government of Canada website for DFATD (Department of Foreign Affairs, Trade and Development), with an emphasis on its development component; and focus on countries and areas of priority.
• OECD DAC handbook on security system reform- Supporting Security and Justice (2007)

**Oct 1- Course #5: Peer Discussion (JAM and MLB)**

Overall concept: Tell us where you are so far.

• Roundtable: Informal student presentations: Students provide a status report on their proposals/projects (15 minutes each, including discussion and questions and feedback)
• 15 min x 10 groups = 150 min = 2.5 hrs

**Oct 8- Course #7: International Development and Law (cont’d) (JAM and MLB)**

[2 page plan from students due at beginning of class- follow up from prior lecture ]

Part B: Rule of Law security system reform (MLB lecture)

This class will provide a thorough overview and discussion of rule of law and focus on security system reform lying at the heart of legal technical assistance and justice system reconstruction.

Readings:
• Rule of Law Reform and Development - Michael Trebilcock and Ronald Daniels; Edward Elgar (2008)
• Transitional Justice and Development - Making Connections - Pablo de Greiff and Roger Duthie; International Centre for Transitional Justice and the Social Science Research Council (2009)
• Publications from the UN Office of the High Commissioner of Human Rights (2006) such as:
  o Rule of law tools for post -conflict states- mapping the justice sector;
  o Rule of law tools for post-conflict states--prosecution initiatives;
  o Rule of law tools for post-conflict states- monitoring legal systems
  o Rule of Law - Tom Bingham - Penguin Books (2011)

Part C: Translation litigation - (JAM lecture)

It could be asserted that we have a relatively toothless system of international law which does not protect rights or provide justice for most people on earth. Can people use domestic courts, which have real enforcement powers, to address international problems and make the system of international law more substantial and relevant? Sample cases to discuss: Wiwa versus Shell (environment and human rights in Nigeria; suit in federal court in Manhattan), Zhou v Li Peng (Tiananmen Square student leaders versus ex Premier of China, in US federal court in manhattan); Aguinda v Texaco (oil spills in Ecuador).

Readings
• Readings on Wiwa and Aguinda
• "Buried Secrets: How an Israeli Billionaire Wrested Control of one of Africa’s Biggest Prizes," The New Yorker, July 8, 2013
  http://www.newyorker.com/reporting/2013/07/08/130708fa_fact_keefe
• Listen to radio interview - After Tiananmen - available at http://archive.is/51CW (optional)

Oct 15- Course #7: Policy development in practice (MLB lecture)

This class sets out the “what and how” of policy development in a governmental context and will fully explore why policy development matters and how it is a foundation to determine present and future national and international priorities. This class gives an in-depth examination with practical applications of how international development in a legal context is actually undertaken.

Readings:

Official government website for the Department of Justice

Oct 22 and onward: Courses # 8-14

Major student presentations- 1.5 hours each, including feedback and Q&A.

Presentation can be in any format e.g. (speech, interactive lecture, powerpoint, video).
Teams of 1-2-3 depending on class size and ideas

*Final proposal/project plan due Dec 10.*

**Evaluation:**

Class participation: 15%
2 page outline: 10%
Class presentation: 25%
Written project plan/proposals: 25%
Effort/advancement in real world: 25%