DPLS 703 Global Issues & Policy Analysis

Spring 2011 3 Credits  
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**Office hours:** Please call for an appointment  
**Class Logistics:** Friday Evening 6 pm - 10 pm  
**Room** TBA  
**Dates:** 1/14, 1/28, 2/11, 2/25, 3/4, 3/18, 4/1, 4/15

**Course Overview**

This course is a sustained inquiry and conversation into the development and conversation of a global perspective. What does it mean to know, understand, see, or otherwise comprehend global issues, global 'realities', global trends? How do we as individuals, groups, and collectives respond and behave around global considerations? How can leaders respond to Globalism? What is the role of leadership in terms of individuals, groups, organizations, and communities?

We begin the course by reading (before the first class) Zygmunt Bauman's book Liquid Times: Living in an age of uncertainty. This is really a sustained argument against what Bauman terms 'negative globalism'. It is a sobering and difficult read in that it assaults many of our preconceptions and ideas about the world (or at least it did mine) and it comes from the perspective of an eminent social scientist whose grasp of global issues and scope of experience are considerable. Much of what he says resonates with Gonzaga's mission and the DPLS's core ethos. We want to be part of a better world - a more just world. How can we do that? Bauman's book doesn't answer that question but he frames the problem in a particularly useful and erudite way. The other texts in the course are really responses or antidotes to Bauman's possibly frightful vision of the times. In those texts we seek constructive meaning that may provide both hope and tools for living through these interesting times.

"Theory' texts for the course are Deborah Stone's *Policy Paradox* and Donella Meadows' *Thinking in Systems: A Primer*. In Meadows' book we will look at systems and systems thinking as one of the most powerful modern strategies for understanding aggregate or collective phenomena. Systems thinking allows researchers, analysts, strategists, and policy makers a lens into complexity that includes both time and meaning as fundamental parameters.

In Stones' work we will explore the modernist struggle with balancing individual and collective rights in a context of industrialization, technocratic bureaucracy and scientific discovery. Stone charts the difficulties of reaching policy goals related to equity, efficiency, security, and liberty. Her text will also serve as the basis for our conversation contrasting instrumental and political goals and purposes and the possibility of talking about global policy.

The other two texts are critical examinations of global problems through the lens of sustainable economics and climate change survival (Whole Earth Discipline), and ethical and cultural questions (Globalization: The Transformation of Social Worlds).
Underlying this course is a central problem of adequately conceptualizing and understanding processes and practices that encompass almost 7 billion people. Systems' theory and 'systems thinking' have been popular conceptual frames for thinking about large scale social and physical phenomena. This view will be discussed and critically analyzed in the course of the class meetings. Current political ideologies and frameworks (neo-liberalism, corporations, market capitalism, socialism, Green movements, etc.) that purport to address global issues will also be discussed within this same conceptual and scientific context.

Please understand that this course is not a forum for either conservative or liberal ideas and viewpoints but is intended to be a radical (to the root) inquiry into current social and political practices and their origins in modernist and pre-modern thought. This view, may on its surface and to some unused to critical inquiry, seem to be a polemic on current political trends. It is not. It is an inquiry into modernist ideas (e.g., equity, efficiency, security, and liberty) and realities[1] (growth, war, communications, transportation, education, public health, global warming, poverty, genocide, misogyny, racism, cultural hegemony) related to leadership and global systems from the perspectives of sustainability, social justice, and democracy.

The application and integration of these perspectives to leadership and leadership studies is done in the context of the DPLS Conceptual Framework. Agency and decision making at the personal level, decision making, delegation, and management at the organizational level, and decision making and policy making at the global level are all linked to the moral, philosophical, scientific, and cultural experience of human beings. This course is about those relationships.

Course Hopes and Aims
- Develop tools for the sensible and rational conceptualization of global ideas, metaphors, models, and facts.
- Cultivate an awareness of and sensitivity to the problems associated with global realities.
- Develop foundational knowledge of the policy and political decision making process.
- Explore and extend a framework and lexicon of global and systems issues relevant to social policy and leadership.
- Connect the ideas of sustainability, social justice, and democracy to postmodern realizations of complex and polycultural realities.

Course Structure
This course is composed of reading, writing, class discussion, lecture, group activities, and video. We will form small working groups during the first class that will remain intact throughout the course. These groups or cohorts will serve multiple functions. Among them are:
- Content & process support - group participants will have an opportunity to discuss readings, past discussions, and class assignments.
- Project and activity work - One of our first activities will be for groups to develop an agreement about group process and individual responsibilities. Other group activities will be developed.

Most 4 hour classes will open with a check in by each participant expressing the most important, interesting, or salient issues on that person's mind in a context of patient listening and respect. We will then generally follow that with an overview of the readings. Small group discussions of
course notes and readings also be part of the meeting activities. We will generally take a 20-30
minute break. Following the break we will work on projects, conduct full class debriefs, continue
class discussion, or review readings or video presentations.

It is also my habit to prepare interpretive notes of the readings and make them available on
Blackboard prior to class. I use these notes to frame my ideas for dialogue when we meet. I also
hope that my interpretations inspire students to interpret and analyze the readings from their own
perspectives. I then prepare a number of slides based on my notes to stimulate discussion and/or
communicate concepts and ideas.

Assignments & Grading
- Read all materials and attend all classes and participate with all your attention. Please let
me know if you intend to miss any classes. (10% of grade)
- Pre Class reading and assignment - See Blackboard > Course Documents area for the 1st
assignment. (20% of grade)
- Mid-term paper (see Blackboard) 20%
- Group Region Presentation (10%)
- Final project. (40% of grade) We will discuss the scope and aim of this paper in class.

Expectations and Assessment
Assessment of doctoral work in leadership studies is challenging. Interdisciplinary work dealing
with complex and sometimes contested theories and concepts requires (from my perspective) a
tolerance for uncertainty, ambiguity, and contingency. I am also struck by the need for a high
degree of self-directed behavior on the part of doctoral students and candidates. I would like my
teaching style, assessment policy, and rubrics to support and facilitate self-direction. Choice of
topic, focus, and themes will generally be left up to the student though all papers are expected to
both relate to and integrate the readings and the conversations that comprise the course. The
DPLS is an interdisciplinary program and students come with a variety of experiences, different
types of expertise, and different professional and scholarly needs. It is my intention to honor,
help cultivate, and support these differences.

However, behind my philosophical questions about assessment and uncertainty in evaluating
anyone in an absolute manner there does reside (in my view) a set of skills that serve to hold and
shape work with language in a complex world. I believe we need a grammar, syntax, and
semantics of clarity, coherence, depth, and breadth. My assumption at the beginning of the term
is that all of the students in this class possess the requisite skills, talents, and propensities needed
to be clear, cogent, and complete. I admit that the standards I refer to are objectively stated and
subjectively enacted. My assessment will be based on the quality and content of expressed
thought as exhibited in both written assignments and classroom presentations and participation.

Grading Criteria for Written Work (adapted from the DPLS Academic papers
rubric)
Content Criteria:
The content of papers should reflect the level and style of content in readings and discussions.
There is an expectation that doctoral students will reach outside of their comfort zone in terms of
appropriation of ideas, concepts, and frameworks. The substance of papers and other writings
will be weighed against the general level of discourse in class meetings and the style and density of expression of the readings.

**Thought and Expression Criteria**
Student writing should raise vital questions or issues, formulating them clearly and precisely. I will be looking for evidence of breadth and depth and the insightful, in-depth analysis of complex ideas. Main points should be developed and supported with relevant information and references that are appropriately incorporated.

The organization and logic of your writing is critical. The expectation is for well focused, well organized, and well reasoned conclusions. The writing should flow with the reader not getting lost or having to work to determine what you are saying.

There is also an expectation that your writing/thinking has an open and inclusive character when exploring alternative systems of thought, recognizing and assessing, as appropriate, their assumptions, implications, and/or practical consequences.

**Technical Criteria**
Your writing should be clear and demonstrate a high level of vocabulary through careful word choice. Sentences should be constructed skillfully and purposefully. Transitions between paragraphs and sections are important and will be evaluated for their efficacy in weaving your concepts, themes, and purposes together. Summaries and conclusions are also vital elements of good writing and will be evaluated based on their appropriateness and effectiveness.

Of course grammar, punctuation, and spelling are expected to be flawless. Careful proof reading of your paper is a basic expectation.

Papers, unless otherwise noted are to be completed in APA style. References should be cited properly within the text and a complete reference list must be provided. Appropriate use of headings will also be noted.

**Point/Grade correspondence:**
- 95-100% = A
- 90-94.99% = A-
- 85-90% = B
- 80-84.99% = B-

**Required Texts**

Other readings as made available in class or on Blackboard

**Class Outline**
(Note: Reading schedule for *Globalization: The Transformation of Social Worlds*. will be forthcoming)

**Pre-class reading & Assignment:**
Read Liquid Times (LT) Please be prepared for dialogue around this reading. Prepare a 3-page position paper on Globalism. See Blackboard > Assignments > Pre-class writing for details.

**First Meeting - 1/14**
• Orientation, group assignments, and course overview.
• Discussion of Bauman's piece and your initial thoughts/ideas on Globalism & Policy.
• Small Group breakout/activity (TBA)
• Debrief
• Readings due for the 2nd Meeting: LT pp. 55-110, Brand: Whole Earth Discipline (WED) pp. 1-75; Policy Paradox (PP) pp. 1 - 35

**Second Meeting 1/28**
• Discussion of readings
• Small Group breakout/activity (TBA)
• Debrief
• Readings due for the 3rd Meeting: WED pp. 76-169; PP pp. 36-130

**Third Meeting - 2/11**
• Discussion of readings
• Small Group breakout/activity (TBA)
• Debrief
• Readings due for the 4th Meeting: WED pp. 170- 235; PP pp. 131-257

**Fourth Meeting- 2/25**
• Discussion of readings
• Film (TBA)
• Debrief
• Readings due for the 5th Meeting: WED pp. 236-311; PP pp. 261-353
Fifth Meeting - 3/4
• Discussion of readings
• Debrief
• Readings due for the 6th Meeting: PP pp. 354-413

Sixth Meeting - 3/18
• Discussion of readings
• Group Presentations
• Debrief
• Readings due for the 7th Meeting: TBA

Seventh Meeting - 4/1
• Discussion of readings
• Group Presentations
• Debrief
• Readings due for the 8th Meeting: TBA

Eighth Meeting - 4/15
• Discussion of readings
• Group Presentations
• Debrief

On the Web:
• The Perils of Protectionism, Newsweek article by George Will [http://msnbc.msn.com/id/4569823/](http://msnbc.msn.com/id/4569823/)

[1] I use the word ‘realities' advisedly. What I mean to signify are the socially (more or less) agreed upon conditions that appear to affect all of us on the planet. These ‘conditions' are a complex mix of socially constructed categories and apparently independent physical conditions (e.g., melting ice caps).