Course Name
DPLS 703 Spring Semester 2014

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Course Information

Course Name: Global Issues & Policy Analysis  
Course Number: DPLS 703  
Credits: 3  
Day of the Week/Time: Friday, 6:00pm-10:00pm  
Dates: 1/24, 2/7, 2/21, 3/7, 3/21, 4/4, 4/11, 4/25  
Location: Tilford, 115  
Instructors: JoAnn Danelo Barbour, Ph.D., Lazarina Topuzova, Ph.D.  
Email / Phone: barbourj@gonzaga.edu / 509-313-3630; topuzova@gonzaga.edu / 509-313-3620  
Office Hours: Appointments arranged for the convenience of the student and professor(s) as needed.

Course Description: Goals & Objectives*

*Please Note: This information is preliminary. Final syllabus and all assignments will be posted on BlackBoard. Additionally, the major assignments will be discussed the first class day.

Course Goals

This course is designed to provide students with a solid understanding of the concepts linking leadership to global and social systems with special attention to the role of policy analysis as a critical connection between leadership and systems.

Course Objectives

By the end of the course the student will be able to demonstrate the following:

- An understanding of human rights issues from a leadership perspective at the global and national levels.
- An understanding of social justice theory and ability to apply the theory to human rights issues.
- Knowledge of and application of various decision making models to issues of policy analysis.
- The practice and use of various decision making models and the difference in use in local and global contexts.
- An understanding of key elements in making policy.
- An ability to write policy at both local and global levels.
- An understanding of, the differences between, and the ability to write: a policy brief, a policy recommendation, and a policy.
Reading Materials

The materials posted below will be required texts for this course.

Required Texts


Gilboa focuses on some of the principal ideas from decision theory and examines how they might help us make better decisions. The author offers explanations of both the theories we would like to adopt to make better decisions, and the theories that explain how those around us behave.


Pogge analyses how our moral and economic theorizing and our global economic order have adapted to make us appear disconnected from massive poverty abroad. He also offers a modest, widely sharable standard of global economic justice and makes detailed, realistic proposals toward fulfilling it.


Sen argues that there are reasoned differences in our understanding of what a “just society” really is. People of different persuasions—for example, utilitarian, economic egalitarians, labor right theorists, no-nonsense libertarians—might each reasonably see a clear and straightforward resolution to questions of justice. In light of these reasoned differences, Sen argues for a comparative perspective on justice as we make choices among alternatives that we inevitably face.


Policy making is a political struggle over values and ideas. By exposing the paradoxes that underlie even seemingly straightforward policy decisions, *Policy Paradox* shows students that politics cannot be cleansed from the process in favor of “rationality.”

Additional Material

- Additional required readings will be posted on BlackBoard.

Assignments and Grading

Class Participation: Because a large part of each class is participatory, class attendance and participation is expected. If a student wishes to earn a grade of A- or better for the course, he or she must attend the course/group meetings at least 90% of the time the course/group meets.
Assignments: Assignments are due when specified. Course professors may refuse to accept a late paper. If the late paper or project is accepted, it will incur a lower grade. These professors reserve the right to decide whether to accept the late assignment or not to accept the late assignment. A scoring guide or rubric will be included with each project or assignment.

Grading

Please Note: Normally, the grading policy is as follows:

***********************************
Final grade is based on total points over the entire session in the following percentages:

(Total Points Possible By Semester’s End, e.g. “200”) X (Percentage Below) = (Pts. Needed to Earn Grade)

100% - 98% = A+  87% - 84% = B
97% - 94% = A    83% - 80% = B-
93% - 90% = A-   79% - 78% = C+
89% - 88% = B+   77% - 74% = C

Directions, evaluative criteria, and a scoring guide are provided for each assignment/project.

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Assignment Day One

Arrive in class having read the following: Amartya Sen (2011), The Idea of Justice Part I (The Demands of Justice) and Part II (Forms of Reasoning).

Purpose: The purpose of this assignment is twofold: 1) Read one half of the book The Idea of Justice by Sen, and 2) Write a reflective commentary on your reading.

Description/Assignment: Write a 4-5 page (1200-1500 words) reflective commentary after you finish reading the assigned chapters. The purpose of a reflective commentary is to discuss what you thought about this assigned reading, that is, to report some thoughts about Sen’s ideas in The Idea of Justice. The suggestions below ought to help guide writing:

- Comment on the chapters you just read relative to your future work in developing policy as a leader and scholar. What general lessons or meanings did you take away from your reading? How has Sen helped you become a better policy analyst from your reading?
- Perhaps you did not like Sen’s ideas. Share your reasons why you did not like specific ideas and make suggestions on how Sen ought to rethink his ideas in parts one and two. Be specific in your suggestions. For example, in particular chapters, what do you suggest? –why? What questions or issues should Sen have pursued that you think he did not pursue?
• Perhaps you are left with several unanswered questions after reading these chapters in parts one and two. What are those questions? From which chapters did they arise? What sorts of questions might you have for Sen in those particular chapters? Why these questions? What do these questions have to do with either global issues or policy analysis or both?
• Choose a few chapters or “ideas of justice” that were particularly meaningful for you and explain why and how they are meaningful. How will these ways of thinking about justice help you as a leader and in your research as a doctoral candidate? What research issues might have been raised in these particular chapters or generally in the book?
• Perhaps Sen evoked particular feelings or emotions from your reading. Thus, write what you felt after reading *The Idea of Justice (Parts I and II)*. Be sure to provide examples that help the readers understand what you mean by a particular feeling evoked. What meaning do these feelings/emotions have to your work as a scholar and leader?

The written reflection will be evaluated; a scoring rubric is included below.

**Writing Specs:** NOTE: These specifications are important. Part of one’s grade is the ability to follow directions and specifications. Please read this section carefully. These specs will be followed for all papers in this course.

- Follow the page length requirement. Professor will stop reading after maximum pages, which may vary per assignment.
- Margins: one inch all around.
- Font: Times New Roman, size 12.
- Page numbers: top right hand corner also in Times New Roman, 12 Font.
- No header or footer is needed. *Do not* add a header or footer.
- Double space. *Do not* skip a line between paragraphs.
- Align text to the left.
- *All* paragraphs should be indented. Indent paragraphs $\frac{1}{2}$” from left margin. *Do not* skip a line between paragraphs.
- Add a cover page, but do not count or number the cover page. The first page of the narrative is page one. Fix the paragraphing so there is NO added space between sections or paragraphs. (Thus, go to the menu bar: Paragraph. Under the tab Index and Spacing, the “Spacing Before” should be “0”, the “Spacing After” should be “0”, the “Line Spacing” should be “Double”, and the box should be checked that says “Don’t add space between paragraphs of the same style.”)
### SCORING CRITERIA FOR ASSIGNMENTS: GLOBAL ISSUES & POLICY ANALYSIS

**Gonzaga University**  
Doctoral Program in Leadership Studies  
Professors Barbour & Topuzova

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<td>5 pts.</td>
<td>4-2 pts.</td>
<td>1-0 pts.</td>
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I. **Communicates Effectively: Mechanics**  
- Grammar, punctuation, paragraphs, spelling, APA: appropriate, accurate; few to no errors  
- Excellent sentence/paragraph construction  
- Followed assignment specifications

**Expectations of Assignment**  
- Assignment is addressed thoroughly  
- Response meets or exceeds all requirements indicated in instructions  
- Attachments and/or additional documents are included if required/needed

II. **Communicates Effectively: Structure: Clarity, Organization, Flow**  
- Writing is clear, concise, engaging  
- Thoughts expressed in a coherent, logical manner; easily understood by reader  
- Writing organized, flows well (fluid), not choppy

III. **Introduction**  
- Explanation of issues or background as needed  
- Thesis statement, focus of essay clearly stated

**Conclusion(s), Implications, Consequences**  
- Clearly stated  
- Objectively reflects upon own assertions  
- Connection to evidence/position clear & relevant

IV. **Discussion of __________________**  
- Section is informative and accurate  
- Contains salient information  
- Is comprehensive and does not contain contradictions

V. **Argument & Evidence**  
- Specific, nuanced, interpretive thesis appropriate to the assignment  
- Clear, compelling connections and analysis  
- Argument is supported by and convincingly interprets the data  
- Thoughtful, productive selection and use of evidence from interviews and/or documents and/or other data  
- Does not omit data because it is inconvenient *but also* does not include data irrelevant to the report’s thesis/focus

**Comments:**

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Property of Gonzaga University and DPLS  
November 7, 2013
Schedule of Topics, Reading Assignments, and General Assignments

[Note: Course outline, readings, and/or assignments will be ready by the first class day, posted on BlackBoard and distributed in class. Additionally, this course outline, readings and/or assignments may change slightly depending on student and/or professor needs.]

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<td>Overview/Introduction to Course</td>
<td>Sen, <em>The Idea of Justice (Parts I and II)</em></td>
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<td>Assignment Due: 4-5 page reflective discussion</td>
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*It is expected students will read material before class and participate in discussions with both questions and contributions.