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Global Issues & Policy Analysis
DPLS 703 – Spring 2016 (3 credits)

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Instructor: Kem Gambrell, Ph.D.</th>
<th>Day of the Week/Time: Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email: <a href="mailto:gambrell@gonzaga.edu">gambrell@gonzaga.edu</a></td>
<td>Dates: 1/15, 1/29, 2/12, 2/26, 3/4, 3/18, 4/1</td>
</tr>
<tr>
<td>Phone: 509-313-3488</td>
<td>(Leadership Symposium) &amp; 4/15</td>
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<tr>
<td>Office: Tilford 226</td>
<td>Location: Tilford 117</td>
</tr>
<tr>
<td>Office Hours: Please call or email for an appointment</td>
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School and Department Theme Statement:

The Doctoral Program in Leadership Studies and the School of Professional Studies at Gonzaga University seek to build "people for others," people able to define their own sense of identity, live within a moral framework, and articulate and advance social justice.

Course Overview:

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.

DPLS Learning Goals:

As part of the DPLS learning community, students will:
1. Understand principles of contemplation and discernment in order to facilitate personal development and to become more authentic leaders.
2. Understand the role of ethics in leadership, and develop ethical reasoning and reflection skills that will enhance positive, healthy relationships and that will move self and others toward the goodness of life.
3. Inspire, create, and lead based on respect for and accountability to others, their organizations, and humanity as a whole.
4. Understand organizations as social constructions that are living, dynamic systems. This leads to purposeful thought, words, and action regarding the change process at the individual, organizational, and global level.
5. Through the practice of positive organizational leadership, develop the ability to seek goodness, engender and amplify it, in personal, organizational, and global systems.
6. Understand and prize diversity and promote global approaches to issues, with special attention to the implications of diversity for individuals, organizations, and societies.

7. Become increasingly committed to social justice, and through their participation in community activities, refining the skills relevant to bringing about more humane social institutions.

8. Develop research competencies that are founded on practices of rigorous scholarship and that inform a practice of seeking truth in social science.

**Gonzaga Mission Statement**

Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good. In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person -- intellectually, spiritually, physically, and emotionally.

Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.

**Teaching Methods & Course Requirements:**

This course will primarily be taught through the use of seminar and class discussion, with use of case study and article review. The course will emphasize rigor in both reading and writing assignments. Thus, students are expected to prepare for class discussions (i.e. read) *prior* to coming to class. Classroom discussions and activities will center on discussion of the concepts, assigned articles/chapters, and application of the material.

Too actually “teach” leadership, use of a number of activities are needed to stretch and encourage critical thought and reflection. Sometimes, these activities can be uncomfortable. While it is not my goal to deliberately embarrass anyone or make the classroom overly uncomfortable, there may be times that during the activity the goal and rational for it are unclear or seemingly unnecessary. Please trust that the methodology is specifically intended to make a point, and other means to truly “teach” have not been found to be as successful.

**My Course Philosophy:**

My goal and philosophy of the course is to help students begin/continue to analyze leadership from a more global perspective, including how decision making impacts policy and practices from a multi-perspective mindset. Thus, consideration of not just how one thinks themselves, but
also how to weave in a more global mindset understanding how policy and processes impact the
greater whole. Thus, we will work to stretch our own understanding of self, others and the
systems in which we all operate, and how these understandings effects the world in which we
live. A number of course activities will be used to assist in this endeavor.

Course Goals:

By the end of the course the student will be able to demonstrate the following:
  • An understanding of the emerging global leadership models and framework
  • The ability to reflect upon one’s own cultural ethnorelativism/ethnocentrism.
  • 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.

❖ Required Texts/ Reading Materials:


  Washington, DC American Psychological Association. (Required of program)


  York: Worth.

*Other course material will be posted on BB or emailed to class.

**Please check BB for weekly updates.**

❖ Additional readings (selections from these texts will be posted to BB)


  according to the UN Global Compact.* Los Angeles, CA: SAGE


  Norton.

My Role:
My role in this course is NOT to lecture or provide lengthy videos or presentations, but rather to
facilitate a process that allows us all to bring our own interests and expertise to the class. My
goal is to provide materials, experiences, and expertise that will encourage the class to interact with each other and engage in “in-depth” discussions of the readings and other course materials. As someone conscious that there are many learning styles, it is my goal and personal expectation to present material in a variety of ways to better help facilitate learning and comprehension. *I encourage respectful exchanges and even differing opinions and hope to see us all learn from each other – including those who support our opinions/viewpoints as well as those who present opinions/viewpoints that differ from our own.* My role will be to provide facilitation, guidance, encouragement and clarification (as needed).

**Students Role:**
As a student in the DPLS program, your role is to actively engage in helping create, and being an enthusiastic colleague in the development and maintenance of a healthy and productive learning environment. To do this requires continued preparation, communication with the instructor and your classmates, as well as being willing to ask questions and contribute to understanding. In addition, coming with an open and curious mind-set, willing to explore and consider other perspectives is strongly encouraged. As a doctoral level learner, active contribution, participation and attendance are a necessity.

**Statement on Intercultural and Diversity Awareness:**
This course will be conducted such that all perspectives, beliefs, world views, etc. will be welcomed, respected, and encouraged. As a doctoral level class, engaging with and learning from a multitude of perspectives is a necessity. It is also my firm belief that openness to others is a fundamental value and both an ethical and moral imperative. Please consult the Gonzaga Website at: [http://www.gonzaga.edu/About/fed-state-regulatory-compliance.asp](http://www.gonzaga.edu/About/fed-state-regulatory-compliance.asp) for a more complete expression of the University’s position and commitment to these values.

It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for treatment of materials related to gender, sexual orientation, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), culture (beliefs, customs, arts, and institutions of a society), and other differences.

**Student Academic Success:**
Gonzaga University will make reasonable accommodations for persons with documented disabilities. Students should notify Disability Resources, Education, & Access Management located at Foley 209, extension 4134 and their instructors of any special needs. Instructors should be notified the first day of classes.

**Academic Honesty:**
As a doctoral student, DPLS expects the highest level of academic performance. As such, appropriate citation and “truth-telling” is not just a requirement, but also an expectation. For details on Gonzaga University’s Code of Academic Honesty policy, please see: [https://www.gonzaga.edu/campus-resources/Offices-and-Services-A-Z/Academic-Vice-President/AcademicHonestyPolicy2002.pdf](https://www.gonzaga.edu/campus-resources/Offices-and-Services-A-Z/Academic-Vice-President/AcademicHonestyPolicy2002.pdf)
Title IX Statement:
Gonzaga University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Gonzaga. If you have been the victim of sexual misconduct we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct I must report the matter to the Title IX Coordinator. Should you want to report to a confidential source you may contact the following:

- Gonzaga Health Center | 509.313.4052 | 704 E Sharp Avenue
- Gonzaga Counseling Center | 509.313.4054 | 324 E Sharp Avenue
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role. | 509.313.4242
- University Lutheran Community Services and SAFeT | 509.624.RAPE*

Writing:
Students will be held to graduate level writing expectations, which includes not only correct grammar and spelling, but also a higher level of critical thinking. For the DPLS program, this includes writing clearly and concisely, as well as using APA Publication Manual (6th edition) standards. While it is my job to provide comments and feedback to students, especially in regards to course content, it is not my intent to edit student’s papers.

Unless otherwise noted, all assignments must be professionally produced. The references used in your written assignments should be scholarly (APA). You should critically assess the worth and potential biases of your sources when including anything other than scholarly works. Your citations should be primarily based on books, journal articles, etc. This includes appropriate citation. If needed, please use the Writing Center on campus for help and APA assistance.

Grading & Homework:
Leadership is at the core of effective business and organizational practice. Developing relationships with colleagues, active participation, thoughtful introspection, and the ability to examine the art and science of leadership are important leadership and classroom “tools”. With this in mind, listed below are the course assignments:

**Late work will not be accepted unless mitigating circumstances and prior arrangements with me have been made. Being absent from class does not constitute cause from turning work in on time. Please discuss any conflicts with me, prior to missing class.**

<table>
<thead>
<tr>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>100% - 98% = A+</td>
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<tr>
<td>97% - 94% = A</td>
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<tr>
<td>93% - 90% = A-</td>
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<tr>
<td>89% - 88% = B+</td>
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<td>Date/week</td>
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<tr>
<td>Meeting 1:</td>
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<td>Meeting 2:</td>
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<td>Meeting 3:</td>
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| Meeting 4: | Creation of “Other” | • Rothenberg (2006)  
• Pogge (2008)  
• See BB for readings |  |
| Meeting 5: | Social Justice Topics | • Pogge (2008)  
• Rothenberg (2006)  
• See BB for readings |  |
| Meeting 6: | Social Justice Topics  
(Poverty and Patriarchy) | • Rothenberg (2006)  
Part 4 &5  
• Pogge (2008) Ch. 8  
• hooks read in its entirety |  |
| Meeting 7: | Tying it all together | • See BB for article readings | • Class conversation and assignment posted to BB for the week |
| TBD (midnight) | | Final Paper Due (please email to me) |  |