DPLS 703su1 Global Systems and Policy Analysis

DPLS 703 - Global Systems and Policy Analysis
Summer 2014                                          3 Credit

Professor: Caroline Fu, Ph.D.
email: fu@gonzaga.edu
Office Phone: (509) 313-3488
Office hours: Please e-mail for appointments
Class Logistics: 6 - 10 pm, Tilford #405
Class dates: Thursdays; June 19, 26; July 3, 10, 17, 18 (Friday), 24

Assignments are due before each class session, including the first session on June 19.

Blackboard https://learn.gonzaga.edu/webapps/login/ available June 1.

SESSIONS

Session 1: Introduction to the Course, Global Uncertainty, Paradox, Systems Thinking (the Fifth Discipline) & its Critiques and Mechanical vs. Soft Systems

Session 2: Applying Senge's Learning Organization Disciplines to Global Complexity Issues

Session 3: Causal-Effects of Policy undergirding Social and Global Systems, Framing Issues, and Planning Interventions

Session 4: Health Care as a Social System

Session 5: World Poverty & Globalization

Session 6: (Friday) Global Sustainability and Environmental Policy Development

Session 7: Design the Future: Rethinking Policy Strategies, the Role of Leader, Ethics, and Moral Courage

COURSE DESCRIPTION

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

We will be taking a systems approach to the design of the course and your input as part of the learning community is needed. Expect some things not to work and be part of the process to change the course.

This course is about systems thinking approach to leadership decision making and policy analysis. By the end of the course, students will be able to:

- Define systems thinking and its relevance to leadership with special attention to policy analysis in global and social systems.
- Identify and differentiate between several approaches to systems thinking and identify the key points in the critique of systems thinking.
- Identify the key points of Senge’s learning organization disciplines.
- Apply Stone's approach to policy analysis.
- Discuss the relationship of a systems approach to complexity leadership, policy decision-making, globalization and world poverty, health care, and sustainability.

LEARNING ACTIVITIES

While achievement of the objectives identified above is primarily the responsibility of the student, several different learning activities have been designed to facilitate this process. This course will experiment with the use of “Learning Teams.” Everyone will be assigned by the instructor to a team with either three or four members. Reading, having the opportunity to think about the reading by having to write about what has been read, and then applying the content of the reading to real world issues should help students gain a deeper understanding of the content. Written assignments are designed to provide opportunities to experiment with the application of concepts. Sharing written assignments with members of a Learning Team before class and class interaction making use of Learning Teams should help students learn from the experiences of each other.

Note: Students who have laptop computers may want to bring them since each Learning Team will need a laptop for some activities.

Information for Assignment to Learning Teams

At least three days before the first class session, post the following information at the class Blackboard Discussion site.

1. Your name and the name you would like to be called. For example Caroline Fu, “Caroline.”
2. The number of courses you have already taken in the Doctoral Program and the number of other courses you are taking this term.

3. A brief introduction to who you are, your work, your family, your dreams and passions. Not more than four to six sentences (not to exceed 300 words).

4. Recognizing that there are many kinds of diversity, what diversity would you bring to a Learning Team.

5. Phone numbers and email addresses where other Learning Team Members can contact you.

WEB BASED SYLLABUS, EMAIL, AND BLACKBOARD

It will make it easier to return to the course syllabus and the Blackboard Discussion Board for the class if you add these to your "bookmarks" or "favorites." Expect this syllabus to change over the course of the term. Changes will be listed in the Announcements on Blackboard. The date at the top of the page indicates the date on which the syllabus was last changed. Depending on the Internet browser you use and how you have configured it (or in most cases the default setting), when you return to the syllabus, you may not see changes that have been made. Your computer saves a copy of the page and when you return to it, it brings up what was saved. To ensure that you are getting the most recent copy off the server you need to click on "reload" or "refresh."

Email and the Web

Before the first class session students are expected to have access to email, the Web, and Blackboard. Email accounts are available on campus. Email, the Web and Blackboard can be accessed from computer on campus or from your home or place of work if you have a computer and modem. You will need to either regularly check the email address that is listed in Blackboard (usually the Gonzaga email account) or set up this account to automatically forward your mail to an address you usually check. Information about Accessing Blackboard. If you have trouble accessing the Blackboard site, please contact Helpdesk support (509 313 5550). If you still do not have access by three days before the first class session, send me an email to fu@gs.edu and then post the information as soon as you have access.

ASSESSMENT AND GRADING

Everyone who completes all the assignments and actively participates can expect an A. Students who do not complete all the assignments can expect an Incomplete (I) until the assignments are done. Please note that after the new next term begins, even when the grade has been change, then I will remain as part of the grade on your transcript. For example, the I will become an IC. Problems getting the books and problems with technology are understood. Assignments, however, should still be done as soon as possible even if delayed. Timely completion of written assignments is critical, both for the individual and the other
members of the class. Late submission of two or more written assignments (excluding the advanced assignment) or even one assignment that involves other students can reduce your grade by a half letter (for example A to A-). It is important to keep up. Taking longer than 30 days following the last class session to complete all assignments will reduce your grade by a full letter (for example A- to B-). Written assignments asking for comments on the work of others will not be "graded" or commented upon by the instructor. They are designed to facilitate mastery of the material covered in the course. You may receive an email from me that will not be posted to Blackboard. Assignments where you can expect written comments are noted. It is important to keep up.

REQUIRED TEXTS


OPTIONAL TEXTS


SCHEDULE AND SESSIONS

SESSION 1

Introduction to the Course, Global Uncertainty, Paradox, Systems Thinking (the Fifth Discipline) & its Critiques and Mechanical vs. Soft Systems

Pre-class Reading Assignment:

A. Introduction to Policy Analysis and Paradox


Smith & Larimer (2009) The Public Policy Theory Primer, Chapter one Public Policy as a Concept and a Field (or Fields) of Study. pp. 1-26. (Blackboard.pdf document)

Public Policy from Wikipedia, the free encyclopedia.
NOTE, Never reference information from wikipedia in a scholarly paper or in papers you turn in in this course. Consider Wikipedia articles as background only.

B. System Thinking

Senge (1990, pp. 1-16) Ch. 1


A Systems Thinking Primer (2002) by Three Sigma

C. Introduction to Soft Systems

Meadows (2008) Thinking in Systems (pp. 1-184)


Checkland, P. BBC Interview with Peter Checkland pdf file with transcript of interview

Systems Thinking (comparison of hard and soft systems) JISC infoNet

OPTIONAL discussion of Soft Systems Methodology by Peter Weeks (n.d.) Applying Systems Thinking to non-systemic situations. Explanation of Soft Systems Methodology of Checkland. ('81) from 12Manage, The Executive Fast Track Requires free registration. You end up on their mailing list.

D. Critique of Systems Thinking (on Blackboard)


E. Brief Introduction to System Dynamics

System Dynamics from Wikipedia, the free encyclopedia.

OPTIONAL


Critique of Peter M. Senge's The Fifth Discipline: The Art and Practice of the Learning Organization by Caryn Mo Yayi.

Writing Requirements for Scholarly Paper:

Useful academic course template, retrievable from the Doctoral Web site:

APA-6 Templates for Academic Courses, Candidacy, & Dissertation (2011):

http://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Professional-Studies/Degrees-Programs/PhD-Studies/Current-Students/CSW_Section/Templates.asp

What is a Scholarly Paper?

Use of MS Word (any of the books about using MS Word).

Pre-class Written assignment:

Please e-mail me, fu@gonzaga.edu and post to the "Session 1 Class" forum in Blackboard Discussion area, http://blackboard.gonzaga.edu/ by 5:00 PM a day prior to the class day:

Please write a pre-class essay using ms-word, APA format responding to a, b, c, d, and e each should not exceed 200 words.

(a) Identify the main characteristics of a systems approach with special attention to A Systems Thinking Primer by Three Sigma, Inc., Systems thinking basics (Anderson and Johnson, 1997).

(b) Explore how a soft systems, Kauffman, Gharajedaghi, & Checkland, and a hard systems approach differ and consider when each might be appropriate.

(c) What is the central argument against a systems approach according to Stacy et al. and Luoma et al. and what is your subjective response to these arguments?

(d) Identify and briefly describe an organizational/leadership issue that involves policy that you are interested in and would like to explore during the course. (You can change the topic later if you want.) and identify the steps in a soft systems methodology based on Checkland or the web sites that discuss his work and apply this to the issue you identified.

(e) Prepare a paragraph on whether and how a systems approach and/or soft systems methodology might be relevant to the design and implementation of this course.

If you have a problem posting the assignments or do not know your log-in and password, please call the help desk at 509-313-5550.

Each learning team will need to select a member to post by 5:00 PM on the day of the class one or two on sentences of insights about the topic that have resulted from the reading, the posts of the other members of the team, and the class session. While comments can cover anything from the session, you might want to include reference to something you have learned or insight you have gained from the comments of the other members of the learning team.

SESSION 2

Applying Senge's Learning Organization Disciplines to Global Complexity Issues
A. Discussion of the short papers, issues of narratives, voice, use of the template, style, format. Discussion of the requirements for the Policy Paper.

B. Senge’s (1990) The fifth learning organization disciplines – Why 5th? What have the other four to do with the 5th?

C. Discussion on the relationship of systems thinking to learning organizations. Discussion of the use of Causal Loops and Soft Systems for examining learning organizations.

D. Introduction to Thinking about Global Issues

F. Discussion of the relationship of systems, systems thinking, and global systems.

Pre-class Reading Assignment:

Chapters: 2-4, 9-12, 19-21, Appendix 1-2.

In Rothenberg, P. (2006). Beyond Borders
Putting Things in Perspective (pp. 2-6).

Change efforts based on systems thinking:


Pre-class Written assignment:

Post reading notes to Blackboard before the class. Identify and discuss what you found most surprising in the Introduction to Thinking About Global Issues articles (Rothenberg, Monk, Bulbeck, and Schwalbe).

SESSION 3

Causal-Effects of Policy undergirding Social and Global Systems, Framing Issues, and Planning Interventions

Pre-class Reading assignment:
A. Introduction to the policy process. Very General!

Steps Toward a Credible and Inclusive Public Policy Process Women in Public Policy Project. from http://dawn.thot.net/wipp/wipp_steps.html


B. Introduction to policy analysis.

Stone (2012). Policy paradox: The art of political decision making. (Chapters 1-6 and Conclusion)

C. Framing the Issue

Framing the Problem: Introduction Catherine Smith (2005).

Introduction to Lakoff’s theory. Note we are looking as his theory about framing and not his political theory. Very general introduction on metaphor and embodied mind http://en.wikipedia.org/wiki/George_Lakoff. Short section from Metaphors We Live By by Lakoff and Johnson http://theliterarylink.com/metaphors.html


D. Bringing about change


Learning Team discussion of strategies for bringing about change.

Pre-class Written assignment:

Post your proposed final capstone paper topic (see Assignment, Session 7) to the Bb Discussion. Identify a specific issue or situation a leader might face and then describe the most important implication of systems thinking for leadership in this situation. Defend your position with a combination of references from the class (and other materials in addition to materials from the class if appropriate). This paper needs to be focused on a specific, limited situation to which you can apply one or two important concepts about systems thinking from the course. Avoid topics so broad they could not be covered in a dissertation or book.
Post reading notes:

(a) Identify the one of two most important points Stone makes in each chapters 1, 2, 6-14.

(b) To what extent is policy analysis as discussed by Stone an exercise in systems thinking?

(c) Apply one or more of Stone's points to your policy issues identified in Session 1.

(d) What, if anything, does Lakoff add to Stone's arguments?

(e) Based on your policy issues, identify a specific policy you might want to influence and briefly describe the relevance of framing and the ideas of Lakoff to accomplish this.

Parts a, b, c, d and e should not exceed 200 words each. Part e should not exceed 300 words. Post to your Blackboard Learning Team Forum by 5:00pm one days before class.

(d) Read the responses of everyone in your Learning Team and respond to their suggestions for policy change for their policy issue by using REPLY prior to class.

Peer Review paper:

(a) Paper, not exceeding 3 pages (excluding abstract, table of contents, list of references), using the Doctoral Program paper format, and APA for references. Paper topic relates to Senge's learning organization and the issue you are interested. Post to blackboard for peer review by your team before the class.

(b) Peer Review: Everyone should download and read the paper of everyone else in their Learning Team ONLY AFTER YOU HAVE POSTED YOUR PAPER. Identify something you have learned from their paper and make at least one suggestion for improving the substance of their paper. In addition, identifications of APA problems will be appreciated by your team mates.

SESSION 4

Health Care as a Social System

Pre-class Reading Assignment:

A. An introduction to global health care issues based on personal experience
   http://guweb2.gonzaga.edu/againstthatefarmer/PaulFarmer.html

B. Background


Booker, S. & Minter, W. (2006). Global Apartheid: AIDS and Murder by Patent. In P. Rothenberg (Ed.), Beyond Borders (pp. 517-522). (Note: this is a 2001 article, there have been some changes since then.)

C. Paul Farmer


D. Gharajedaghi

Gharajedaghi (2006) Systems methodology, the logic, and defining the problem (Required book) pp,107-151, 222-259

Pre-class Written assignment:

Post on Blackboard reading notes:

(a) To what extent does the story of Farmer provide feeling of inspiration, guilt, or frustration? What are implications of his story for leadership?

(b) To what extent is health care a system based on the models introduced in this course?

(c) Where do the arguments by Farmer fit into Stone's market/polis model?
(d) What are the pros and cons of the new design in Gharajedaghi (2006) preventing structural conflicts and assuring self-management and managing upward?

Part a, b, c, and d should not exceed 200 words each.

Post to your Blackboard Learning Team Forum by 5:00 two days before class. Read the responses of everyone in your Learning Team and respond to their postings on poverty and inequality in Spokane and their other postings on health care by using REPLY.

SESSION 5

World Poverty & Globalization

Pre-class Reading Assignment:

A. Global Citizens


B. Poverty and Inequality, Imperialism, and Colonialism


C. Globalization


D. Development


Written Assignment:

(a) To what extent do you think Gerzon's Global Citizen concept makes sense and to what extent are you a Global Citizen. What might you do to change this?

(b) After doing the readings on Globalization, choose to state a summary statement either "for" or "against" globalization, and support with references to the articles and your own experience.

(c) Speculate on how poverty and inequality in Spokane is related to Global Poverty and inequality. What are your assumptions about systems?

Parts a, b, and c, should not exceed 200 words each. Post to your Blackboard Learning Team Forum by 5:00pm two days before class. Read the responses of everyone in your Learning Team
SESSION 6

Global Sustainability and Environmental Policy Development

Pre-class Reading Assignment:

Moral Courage Chapter 1 from Kidder's Moral Courage (2006). Note you will be required to register.


Getting to Yes, pp 1-33

Written Assignment:

a) What values (concerns/biases/prejudices) do you bring to understanding/responding to social issues?
b) How do you articulate and justify them?
c) What difference do they make in your community?
d) What networks support you in developing/strengthening these values?

Should not exceed 300 words each. Post to your Blackboard Learning Team Forum by 5:00pm two days before class. Read the responses of everyone in your Learning Team and write a response not to exceed 150 words to their posting with special attention to their part e. Post to Blackboard before the next class.

SESSION 7

Design the Future: Rethinking Policy Strategies, the Role of Leader, Ethics, and Moral Courage

Pre-class Reading Assignment:


Pre-class Written assignment:
Post on Blackboard reading notes to answer the three questions:

(a) What systems principle will you use to develop your capstone paper?
(b) Define the systems boundary (scope or inclusiveness) to be addressed in your paper.
(c) From which dimension will you want your reader to understand your point?

Post, before 5:00 pm one day before class, to the Discussion Board your reading notes.

**Capstone paper presentation:**

Everyone should be prepared to make a short presentation on their paper. Equipment for power point presentations will be available. Class discussion based on these presentations. Consider the following questions:

- What values (concerns/biases/prejudices) do you bring to understanding/responding to social issues?
- How do you articulate and justify them?
- What difference do they make in your community?
- What networks support you in developing/strengthening these values?

Post to your Blackboard Learning Team Forum by 5:00pm two days before class. Read the responses of everyone in your Learning Team and write a response not to exceed 150 words to their posting before class.

**Final capstone paper:**

Identify a specific very narrowly defined issue or situation a leader might face and then describe the most important implication of systems thinking for leadership in this situation. Defend your position with a combination of references from the class and other materials. **YOU SHOULD MAKE REFERENCE TO AT LEAST ONE IDEAS FROM THE COURSE.** The entire paper should not exceed 15 pages, including:

- title page,
- table of contents,
- abstract (100 words max.),
- main text
- list of references, etc.

Paper should be in APA format and should follow the Doctoral Program paper format, one required for the Candidacy paper. The purpose of this paper is to provide you an opportunity to review the material covered in the class and to consider how you might apply them. Please retrieve from the link:

http://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Professional-Studies/Degrees-Programs/PhD-Studies/Curriculum/Templates.asp
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Pre-class Readings</th>
<th>Pre-class Writings</th>
<th>Class Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>*Blackboard: public policy, managing complexity, soft systems, systems thinking, System dynamics</td>
<td>Pre-class written assignment, e-mail to <a href="mailto:fu@gonzaga.edu">fu@gonzaga.edu</a> and post it to Blackboard</td>
<td>Introduction to the Course, Global Uncertainty, Paradox, Systems Thinking (the Fifth Discipline) &amp; its Critiques and Mechanical vs. Soft Systems Introducing yourself</td>
</tr>
<tr>
<td>6</td>
<td>7/18</td>
<td>Bb Session #6 folder</td>
<td>Post reading notes to Bb</td>
<td>Global Sustainability and Environmental Policy Development Café Conversation on Capstone papers</td>
</tr>
<tr>
<td></td>
<td>(Fri)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8/1</td>
<td></td>
<td></td>
<td>Capstone paper due e-mail <a href="mailto:fu@gonzaga.edu">fu@gonzaga.edu</a></td>
</tr>
</tbody>
</table>

* Readings available in the class meeting folders, Course Documents on Blackboard