Syllabus

DPLS 703 Global Leadership
(Global Issues & Policy Analysis)
3 Credits – Spring 2018

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Course Information

Instructor: Kem Gambrell, Ph.D.
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Office: Tilford 226
Office Hours: Please call or email for an appointment
Day of the Week/Time: Fridays
Dates: 1/19; 2/2; 2/16; 3/2; 3/23; 4/6; April 20-21 (Leadership Symposium); 4/27
Location: TBD

Course Overview:
This course is designed to provide students with a solid understanding of the concepts linking leadership to global and social systems. In addition, this course considers social justice topics and how power and other socially constructed aspects have implications as global citizens and for the global community.

**Required Texts/Reading Materials:**

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

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.

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.

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.

**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 knowledge 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).

**How to “manage” Kem:**
(Here are a couple of things to consider as you and I work together in and outside of the classroom)
1) I consider a graduate program to be a journey. Thus, I expect that you (and I) will learn and grow along the way.

2) Be patient with yourself, with me, and with your colleagues.

3) Communicate. I can’t help or advocate for you if I don’t know what is going on. I am happy to schedule a meeting with you to talk about your needs, and how you can be successful in the program. I have even been known to meet off campus for a cup of tea.

4) I am open to explaining things several different times and ways - if you are confused ask for clarification - it’s okay! And...I enjoy trying to explain the multiple options, so ask.

5) My desire and intent is to help you navigate class and the program successfully. Have some faith in the process, me and you.

6) The goal is to learn this stuff well, not get an “A”. Success is completing the journey (aka the diploma), not the grade. Please remember that the grade does not dictate how much or how well you have learned, or what you will do with the information in the future. So be here to absorb all you can.

7) I like to have fun and enjoy it - life is too short! I hope you want to have some fun as well. So let’s not take any of this too seriously.

8) Be open to the joy and the messiness of engagement, struggle, contemplation and stretching yourself, and helping your colleagues stretch. This is what growth and learning are all about. “Go where you have never gone before...”

How to “manage” graduate school:

1) Read with a dictionary. You will be learning a lot of new terminology and rhetoric.

2) Proof read your work, and have others read it as well. Nothing we do is in a vacuum, thus developing a habit of having others review and critique your work, both for grammar, spelling, APA and content is vital. This means having it done before the day it is due, and taking any and all feedback (this doesn’t mean you have to follow it, but at least consider it).

3) Study with others. Have conversations. Learn from each other’s process, perceptions, and perspectives. This is the best and most helpful piece of being in a face-to-face setting.

4) Graduate school, and specifically doctoral work is challenging. Thus, taking a copious number of credits per semester does not work well here. The goal of doctoral work is to become such an adept topic expert, that you can create new knowledge from the subject matter. Thus, “getting through” is not the goal. Learning deeply and profoundly is.

5) Be curious, learn, explore, challenge yourself, and celebrate the journey/process.

6) Doing graduate work takes a lot of time and dedication by you, and those around you. Thus, diving in deeply while maintaining balance, sanity, and relationship is imperative (hence the 1-2 classes suggestion.)
7) Perception check, about everything. Having peer mentors, an advisor, and colleagues is fantastic: thus, take polls, do interviews, and ask questions- survey the landscape and get on the balcony (Heifetz).

Class Agreements:

The intent of the agreements is to help generate an understanding and practice within the classroom that facilitates individual and collective learning. Thus, each individual will be asked to adhere to these agreements for the duration of the course.

- My role is to craft a safe place where transformational dialogue can occur. For this to happen, I will work to create a space for everyone to be able to share. Thus, at times, I will ask that some folks wait, so that others can participate.

- My role is to teach and facilitate the class; your role is to be open to learning from both me, and from your colleagues.

- Work to forward the class discussion and understanding.

- Where people are at in terms of their understanding is fine. We are all working to discover and better understand course concepts. Thus, allow yourself and others to be at different levels of understanding.

- Be open, willing and have conversations with me outside of class. A short conversation often clears up any misunderstandings or confusion. Conversation is also a central part of leadership and relationship. So be proactive here.

- Be present. Avoid distractions for yourself, and help others do the same. Often this includes using technology…try not to.

- Limit side conversations.

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 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, click [HERE](#).

**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.

### Grading Scale:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>98% - 100%</td>
</tr>
<tr>
<td>A</td>
<td>94% - 97%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 93%</td>
</tr>
<tr>
<td>B+</td>
<td>88% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>84% - 87%</td>
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<tr>
<td>B-</td>
<td>80% - 83%</td>
</tr>
<tr>
<td>C+</td>
<td>78% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>74% - 77%</td>
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### Grading Criteria:

- **Class participation (30%)**:  
  At the doctoral level, course attendance is vital. Missing more than two classes requires that students re-take the course (DPLS policy). A number of in-class activities will be conducted and active presence and participation is a must. In addition, often activities will be done in a small group format, so playing well and effectively with others is essential. Furthermore, a high degree of preparation, as well as quality and quantity of input will be expected. You are expected to participate each week and to come to class having read the material, prepared for dialogue and interaction with your classmates and I. In addition, class attendance is pivotal to helping you better understand the material. The weekend of the Student Leadership Symposium (March 10th & 11th), please plan on attending both days in their entirety.  
  
  *If you need to miss a class for any reason, communication with the instructor prior to class is anticipated. In addition, please make sure to find a class colleague that will share notes and any in-class activities/information with you.*

- **Assignments (40%)**:  
  There will be several shorter assignments within the class. Details will be discussed in class for each assignment, as well as posted to BB. Examples of these might include:  
    - Short reflection papers (3-5 pages plus title and references)-(see Academic paper guide posted on Black Board for more details). These papers are intended to have
the student reflect on the readings of the week, and how one is thinking about, and processing the readings. The goal here is to dive deeply into what these mean to you, as well as: demonstrate your understanding of the content; reflect on its significance; discuss its application in a specific environment; and confer what all of this means to you personally.

✓ *Poster Presentation for Symposium:* Students, will be asked to create a conference quality poster for the Leadership Symposium.

➢ *Major assignment (30%):*
  For the final project, the class will be assigned a case study to review and apply course topics and information. The case study and paper criteria will be posted onto Black Board with specific requirements and rubric.