DPLS 703 Global Issues and Policy Analysis

Spring 2012   3 Credit
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January 10, 2012. Blackboard discussion board and course document near final. Revisions to session 5 and 7 but 5 is still under construction. Some links still need to be corrected. Feb 4, addition to Session 3 and major revisions to session 5. Feb 6 minor edits.
Location: Tilford 106
Date/Time: Saturday 8 a.m.-noon. Class dates Jan 14, 28, Feb 11, 25, Mar 10, 24, 31, April 14

ASSIGNMENTS ARE DUE BEFORE EACH CLASS SESSION, INCLUDING THE FIRST SESSION ON Jan 14.

Blackboard http://learn.gonzaga.edu available not later than December 1, 2011.

SESSIONS
Session1: Jan 14. Introduction to the Course, Uncertainty, Systems Thinking, Soft Systems, Critique of Systems Thinking, Computer Use in the Course
Session 2: Jan 28. Senge's Learning Organizations and Introduction to Global Issues
Session 3: Feb 11. Policy as the Interface with Social and Global Systems, Framing Issues, and Policy and Change
Session 4: Feb 25. Globalization, World Poverty, Development
Session 5: Mar 10. The Environment as a Social System
Session 6: Mar 24. Health Care as a Social System
Session 7: March 31. Gender as a Social System
Session 8: April 14. Rethinking Policy and the Role of the Leader, Moral Courage, Facilitating Change Evaluating Policy Strategies

SPECIAL SESSION ON USE OF TEMPLATE AND APA
Saturday Jan 28, 1:00 to 4:30. For information and preregistration see: In class orientation in DPLS 703 will be limited. Unless you know how to use the template and how DPLS uses APA, you are strongly encouraged to attend this special session. An effort will be made to put this presentation online but no promises.

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. By the end of the course students will be able to:
- Define systems thinking and its relevance to leadership with special attention to 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 point of Senge learning organizations.
- Apply Stone's approach to policy analysis.
- Discuss the relationship of a systems approach to globalization and world poverty, environment, gender, and health care.

LEARNING ACTIVITIES

NOTE. For written assignment to be posted to Blackboard, word numbers are the MAXIMUM. Everyone is encouraged to be as succinct as possible to use less than the maximum numbers of words allowed.

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 four or five 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. 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 four days before the first class session, post the following information. Each individual posting should be a new thread (click on New Thread). Subject for the posting should be your first and last name. You may post greetings, etc. as replies to the postings of others.

(a) Your name and the name you would like to be called. For example James Beebe, "James."
(b) The number of courses you have already taken in the Doctoral Program and the number of other courses you are taking this term. (c) Your age (in general terms, such as 40-50). (d) A brief introduction to who you are, your work, your family, your dreams. Not more than four to six sentences (not to exceed 300 words). (e) Recognizing that there are many kinds of diversity, what diversity would you bring to a Learning Team. (f) Phone numbers and email addresses where other Learning Team Members can contact you.

**If you do not have a Gonzaga University ID card with a picture, please get one as soon as you can (for out of town students, when you arrive on campus).

Optional Centering Activities
Either as individuals or as groups, you are invited to sign up to provide a short, not to exceed 5 to 8 minute, centering activity. Centering activities are presented at the beginning of class and after the break. In the past, centering activities have included reading, chants, music, games, and art. This is an opportunity to stretch your imagination while providing a change of pace as we begin class. Anyone interested in doing a centering activity during the first session, should send me an email and indicate your planned activity. During the first session, students will be given the opportunity to volunteer for subsequent class sessions. Please note this is voluntary and optional.

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. If you have trouble accessing the Blackboard site, please contact desk top support (509 323 5550). If you still do not have access by three days before the first class session, send me an email to beebe@gonzaga.edu and then post the information as soon as you have access.

pdf Files
To open and read .pdf files on the web and BlackBoard documents, you must have Adobe Reader on your computer. The software is FREE. Download the latest version of Adobe Reader from the web.

QUESTIONS FOR SESSIONS 4, 5, 6, AND 7
a. What are the most critical aspects of the system being described (or some important sub-system of the system) and how are the parts of the system related? To what extent is a feedback loop present and how well does it work? You might, or might not, consider the use of a diagram.
b. What policy change would be most useful for making the system work better? What would it mean to make the system work better? What strategy might a leader use to facilitate change and why this strategy as opposed to other possible strategies?

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, the 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.

TEXTS
Required Texts

Anderson, V. & Johnson, L. (1997). Systems thinking basics: From concepts to casual loops. Waltham, MA: Pegasus Communications. ISBN 1883823129 (40.)

Bauman, Z. (2010). Liquid times: Living in an age of uncertainty. Polity Press. ISBN-13: 978-0745639871n (14.)

Meadows, Donella H. (2008) Thinking in systems: A primer. Chelsea Green Publishing. ISBN-13: 978-1603580557 (14.)

Rothenberg, P. S. (Ed.) (2006). Beyond borders: Thinking critically about global issues. New York: Worth. ISBN-13: 978-0716773894 (41.)

Senge, P. (2006). The fifth discipline: The art and practice of the learning organization (rev.ed.). New York: Crown Business. ISBN-13: 978-0385517256 (17.)

Stone, Deborah A. (2011). Policy paradox: The art of political decision making (Third Edition) New York: Norton. ISBN-13: 978-0393912722 (50.) NOTE: As of January 6, this edition of the book was available in the GU bookstore and online.

Optional Texts

You will need the Sixth Edition of the APA Publication Manual. Strongly suggested in addition to the APA Publication Manual is Perrin, R. 2010 APA Style 2010 covering APA 6 published December 2009. Strongly suggested is any basic book on the use of MS Word such as See it done: Do it yourself, Easy Word (Que), Using Microsoft Word(Que), Teach Yourself Visually Microsoft Word (Maran).

Barbara Kellerman & Deborah L. Rhode (Eds.). (2007) Women and leadership: The state of play and strategies for change. Jossey-Bass. ISBN-13: 978-0787988333 (30.)

Brand, Stewart. (2010) Whole earth discipline: Why dense cities, nucler power, trangenic crops, restored wildland, and geoengineering are necessary. New York: Enguin Books. 9ISBN 978-0-14-1828-2 (16.)

Checkland, Peter. and Poulter, John. (2006). Learning For action: A short definitive account of soft systems methodology, and its use for practitioners, teachers and students. Wiley. ISBN-13: 978-0470025543 (43.)

Eitzen, D. Stanley and Zinn, Maxine Baca. (2011) Globalization: The transformation of social worlds (3rd ed.) Wadsworth ISBN-13: 978-1111301583 (46.)

Farmer, Paul. (2004). Pathologies of power: Health, human rights, and the new war on the poor. University of California Press. ISBN-13: 978-0520243262 (15.)

Park, S. and Daloz, L. A., Keen, C. H, Keen, J. P. (1997). Common fire: Leading lives of commitment in a complex world. Beacon. ISBN-13: 978-0807020050 (13.)

Books can be purchased in person or on-line at the Gonzaga bookstore (ask about special arrangements for students from Canada)

Best prices for new and used copies for most of these books also can be found at
http://www.bookfinder.com/

SCHEDULE AND SESSIONS
Session 1
January 14, Introduction to the Course, Uncertainty, Systems Thinking, Soft Systems, Critique of Systems Thinking, Computer Use in the Course
INTRODUCTION Course, syllabus, each other
A. Uncertain Time.
- Liquid Times
B. Introduction to Public Policy
- Public Policy from Wikipedia, the free encyclopedia. NOTE, Never reference information from Wikipedia in a paper, including in papers you turn in in this course. Consider Wikipedia articles as background. Check links and references at the bottom of the page.
- 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 course document .pdf)
C. System Thinking
- Systems thinking from Wikipedia, the free encyclopedia.
- Meadows (2008) Thinking in Systems (pp. 1-184)
- Anderson & Johnson (1997). Systems thinking basics: From concepts to casual loops (pp. vii-94).
D. Introduction to Soft Systems
- Soft Systems Methodology by Checkland and Poulter, edited chapter (Blackboard document)
- OPTIONAL Jerz, J. L. selections and review of Learning For Action by Checkland and Poulter (2006)

- [Systems Thinking](#) (comparison of hard and soft systems) JISC infoNet

E. Critique of Systems Thinking
- Stacy, R. D., Griffin, D., & Shaw, P. (2000). Limits of systems thinking: Focusing on knowable futures In Complexity and Management: Fad or radical challenge to systems thinking? (pp. 56-84). New York: Routledge. (Blackboard document .pdf file).
- Luoma, Jukka, Hämäläinen, Raimo P. & Saarinen, Esa (2007) [Coping with complexity](#): Systems thinking, complex responsive processes, and systems intelligence. Helsinki University of Technology (useful summary and review of the arguments of Stacy et al.)

F. Discussion of the requirements for the short paper.

G. Use of the computer for the course.

Useful writing resources for doctoral students
- Begin with the [Center for Scholarly Writing](#)
  Check out [Scholarly Writing in a Nutshell](#)
- Download and use course paper template from [Templates for Courses, Candidacy, & Dissertation](#). The Instructional Format, when printed, provides an example of what a SPLS course paper should look like.
- Learn to use the library resources available at Gonzaga. Begin with [Introduction to Foley Center Library](#).
- RefWorks at Gonzaga [RefWorks](#) - an online resource and database for storing and organizing reference information in the research process. Students are strongly urged to become familiar with RefWorks and to begin to use it.

Session 1. Written Assignment. TO BE DONE BEFORE CLASS.
(a) Identify the main characteristics of a systems approach with special attention to Meadows Thinking in Systems, A Primer and Anderson and Johnson. (b) Explore how a soft systems 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.) (e) 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. (f) 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. Responses to a, b, c, d, e, and f should not exceed 200 words each. Post by 5:00 PM on the day before the class

Use page numbers based on APA for references to the text, including materials you paraphrase. For example you would indicate your source (Jones, 2012, p. 32). As long as you are using sources identified in the course syllabus, you would not need a reference list. If your source is not in the syllabus, a situation that is not very likely for weekly posts, you will need to include a reference list using APA format. Note that regular Blackboard does not allow the use of hanging indents.

Session 2
January 28, Senge's Learning Organizations and Introduction to Global 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 and Learning Organizations
- Senge (1996).The fifth discipline: The art and practice of the learning organization.
- Webber, A. M. (1999). Learning for a Change. FastCompany.com. Based on an interview with Peter Senge who now says that for change, we need to stop thinking like mechanics and to start acting like gardeners. from http://www.fastcompany.com/magazine/24/senge.html
- Critique of Peter M. Senge's The Fifth Discipline: The Art and Practice of the Learning Organization by Caryn Mo Yayi. http://glori.kenan-flagler.unc.edu/airspace/NUSarchive/Organizations/Org00-3/sengeCr.html
- Review and Critique of *The Fifth Discipline by Eric Brown* *http://www.edrev.info/reviews/rev92.htm*
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. Learning Team activity: Consideration of the extent to which the DPLS 703 is or could be a learning organization. Use of Causal Loops and Soft Systems to examine the DPLS 703 class. If you were the instructor, how would you make the course more of a learning organization? If you are not the instructor, what would be your strategy for influencing the changes in the class?
E. Introduction to Thinking About Global Issues
- Pedagogy of the Oppressed. Paulo Freire. Introduction from Wikipedia. http://en.wikipedia.org/wiki/Pedagogy_of_the_oppressed
- Chapter 1 "The justification for a pedagogy of the oppressed; the contradiction between the oppressors and the oppressed, and how it is overcome; oppression and the oppressors; oppression and the oppressed; liberation: not a gift, not a self-achievement, but a mutual process." Blackboard course document.
- OPTIONAL Detailed summary/detailed analysis http://www.comminit.com/en/node/27123/3083
- Rothenberg, P. (2006). Putting Things in Perspective In P. Rothenberg (Ed.), Beyond Borders (pp. 2-6).
- Monk, J. (2006). Are Things What They Seem to Be? Reading Maps and Statistics. In P. Rothenberg (Ed.), Beyond Borders (pp. 16-26).
- Bulbeck, C. (2006). Fracturing Binarisms: First and Third Worlds. In P. Rothenberg (Ed.), Beyond Borders (pp. 37-40).
- Schwalbe, M. (2006). The Cost of American Privilege. In P. Rothenberg (Ed.), Beyond Borders (pp. 603-605).
F. Discussion of the relationship of systems, systems thinking, and global systems.

Session 2, Short Papers.
(a) Paper, not exceeding 1,100 words (including 100-word abstract, table of contents, list of references), using the Doctoral Program paper format, and APA for references. Paper topic is the relevance of Senge's learning organization to systems thinking to the issue you identified in part d of Session 1 Blackboard assignment. Post to blackboard at your Learning Team as an attachment by 5:00 PM three days before the class. (b) Everyone should download and read the

paper of everyone else in your learning team. NOTE: The short paper is an attachment and should use either the doc. or docx format and the paper template. All other Blackboard posting, unless explicitly identified as an attachment, should be part of the message and not an attachment. This is necessary to facilitate the reading of comments without having to download the file.

ONLY AFTER YOU HAVE POSTED YOUR PAPER. For members of your learning team, 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 teammates.

Session 2. Written Assignment.
(a) What is your emotional response to the *Pedagogy of the Oppressed*? If you have read this before, to what extent has your response/understanding changed? (b) Identify and discuss what you found most surprising in the Introduction to *Thinking About Global Issues* articles (Rothenberg, Monk, Bulbeck, and Schwalbe). Responses a and b should not exceed 200 words each and should be posted to Blackboard by 5:00pm on the day before the class.

Session 3
Feb 11, Policy as the Interface with Social and Global Systems, Framing Issues, and Policy and Change
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
  • Communicating in the Policy Process: Introduction. Catherine Smith (2005).
B. Introduction to policy analysis.
  • Stone (2011). Policy paradox: The art of political decision-making. (Chapters Introduction, 1-16 and Conclusion. Focus on 1, 2, 7-11, 15, 16, and Conclusion) MINOR Change Jan 9
C. Framing the Issue
  • Framing the Problem: Introduction Catherine Smith (2005).
  • Frames, Framing, and Reframing. Kaufman, Elliott, Shmueli (2003) NEW Added Feb 4
  • Introduction to Lakoff's theory. Note we are looking as his theory about framing and not his political theory. Very general introduction. Wikipedia, note sections on metaphor and embodied mind. http://core.ecu.edu/engl/smithcath/ppolicy_book/frame.htm. Short section from Metaphors We Live By by Lakoff and Johnson http://theliterarylink.com/metaphors.html
  • OPTIONAL Excellent, but dated article, The Contemporary Theory of Metaphor (1992) http://www.cogsci.ucsd.edu/~coulson/203/lakoff_ps.pdf
D. Bringing about change
  • Rothenberg, P. (2006). Toward A More Equitable Future: Grassroots Movements for Social Change. In P. Rothenberg Beyond Borders (pp. 573-575).
  • Hollister, D. C. On Organizing: From the Kitchen of David C. Hollister, A Simple Recipe for Social Change by Michigan State Representative David Hollister. from http://www.educ.msu.edu/epfp/dh/
  • Learning Team discussion of strategies for bringing about change.

Session 3. Topics for Final Paper.
As soon as possible, but not later than 5:00 one day before this class session, post your proposed final paper topic (see Assignment, Session 8) to the Discussion Board. 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.

Session 3. Written Assignment.
(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, and d 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.

Session 4
February 25 Globalization, World Poverty, and Development
A. Global Citizens
  • Gerzon, M. Becoming Global Citizens: Finding Common Ground In a World of Differences. From
  • Blackboard course document
B. Poverty and Inequality, Imperialism, and Colonialism
  • Stiglitz, J. (2011). Of the 1%, by the 1%, for the 1% Vanity Fair online
    http://www.vanityfair.com/society/features/2011/05/top-one-percent-201105
  • Williams, W. A. (2006). Empire as a way of life. In P. Rothenberg (Ed.), Beyond Borders (pp. 81-88).
  • Rodney, W. (2006). How Europe underdeveloped Africa. In P. Rothenberg (Ed.), Beyond Borders (pp.107-125).
  • Hassett, K. A. & Shapiro, R. (2006). How Europe sows misery in Africa. In P. Rothenberg (Ed.), Beyond Borders (p. 547-550).
  • Rothenberg, P. (2006). Poverty, inequality, and structural violence. In P. Rothenberg (Ed.), Beyond Borders (pp. 317-321).
  • Black, J. K. (2006). Inequality in the global village. In P. Rothenberg (Ed.), Beyond Borders (pp. 323-330).
  • Yates, M. (2006). Poverty and inequality in the global economy. In P. Rothenberg (Ed.), Beyond Borders (pp. 330-339).
  • UN Bulletin on the eradication of poverty (2006). World poverty and hunger fact sheet. In P. Rothenberg (Ed.), Beyond Borders (pp. 398-399).

C. Globalization
- Eitzen, D. S. and Zinn, M. B (2011). Introduction (to book), In Eitzen and Zinn (Eds) Globalization Blackboard Course Document
- Giddens, A. (2011). Globalization. In Eitzen and Zinn (Eds) Globalization Blackboard Course Document. Subject to change.
- OPTIONAL Friedman, T. (2011). Opening scene: The world is ten years old. In Eitzen and Zinn (Eds) Globalization (pp. 21-29).
- Friedman, T. Shock Therapy: A Chapter From *That Used To Be Us* http://www.thomaslfriedman.com/that-used-to-be-us-excerpt
- Stiglitz, J. (2006). Globalization and Its Discontents: The Promise of Global Institutions. In P. Rothenberg (Ed.), Beyond Borders (pp. 419-431).
- Udayakumar, S. P. (2006). Race, poverty and globalization. In P. Rothenberg (Ed.) Beyond Borders (pp. 432-437).
- Chossudovsky, M. (2006). The globalization of poverty. In P. Rothenberg (Ed.) Beyond Borders (pp. 453-461).
- A False Alarm: Overcoming Globalization's Discontents Globalization's Discontents By Richard N. Cooper January/February 2004 Foreign Affairs http://www.foreignaffairs.com/articles/59549/richard-n-cooper/a-false-alarm-overcoming-globalization-s-discontents
- Bhagwati, J. N. In Defense of Globalization. (Chapter one, pdf file). From http://i.cfr.org/content/publications/attachments/Defense_Globalization_chap01.pdf
- Cooper, R. N. (2004). A False Alarm: Overcoming Globalization's Discontents. Foreign Affairs (Book review of In Defense of Globalization). from http://www.foreignaffairs.org/20040101fareviewessay83114/richard-n-cooper/a-false-alarm-overcoming-globalization-s-discontents.html

D. Development
- Miles, M. The myth of catching-up development, In P. Rothenberg (Ed.) Beyond Borders (pp. 150-157).
- Development As If the World Mattered. Hunter Lovins (2006).

E. Development Experience
- Report on a development activity in South Africa by James Beebe
- Race, Politics, and Foreign Assistance in South Africa by James Beebe, Blackboard document

Session 4. Written Assignment. Part 1.
(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, Identify who you think under the current system are the winners and losers and what policy change could decrease the negative impact on the losers. (c) When thinking about global development which of Stone's models of equity (remember the chocolate cake) might apply and what would be the implications of this choice for addressing this issue? Post to Blackboard before 5:00 two days before class (max 300 words for a and 200 words for b. c. and d). Before 5:00 pm on the day of the class, each team member identifies what she or he gained from reading the assignments of the other team members.

Session 4. Written Assignment. Part 2.
(a) What are the most critical aspects of the system being described (or some important sub-system of the system) and how are the parts of the system related? To what extent is a feedback loop present and how well does it work? You might, or might not, consider the use of a diagram.
(b) What policy change would be most useful for making the system work better? What would it mean to make the system work better? What strategy might a leader use to facilitate change and why this strategy as opposed to other possible strategies?

Post to Blackboard before 5:00 two days before class (max 300 words each question. Respond only to part of the questions you feel are relevant).

Session 5
March 10 The Environment as a Social System
MAJOR CHANGES FEB 4, 2012, Minor changes Feb 6
A. Background Global warming (Wikipedia article, NOT TO BE QUOTED IN ANY PAPER BUT CAN BE REFERENCED IN YOUR BLACKBOARD POST)
B. Framing and Environmental Policy
- Environmental Conflict Resolution: Framing and Intractability Davis and Lewicki (2003) Blackboard Document
- Framing the Global Warming Policy Debate Asmus and Ziskin (1990) Environmental Law and Policy Journal 14(1) 37-45
- Media's social construction of environmental issues: Focus on global warming. Dispensa and Brulle Blackboard Document
- Free market perspective dominates the climate policy debate. The Energy Collective Blog post. 2011
- OPTIONAL Differential framing of environmental disputes by stakeholder groups Hanke, Gray, and Putnam (2002)
C. Friedman, Hot, Flat, and Crowded
- Chapter 1 Why Citibank, Iceland's banks, and the ice banks of Antarctica all melted down at the same time. Blackboard Document
- Chapter 2 Dumb as we wanna be. Blackboard Document
- OPTIONAL Friedman's web site for book. Background information. No need to buy the book.
D. Stewart Brand Whole Earth Discipline
- Brand, Stewart. Whole Earth Discipline (pp. 1-49) Blackboard Document
- Brand, Stewart. Whole Earth Discipline Afterword
  http://web.me.com/stewartbrand/DISCIPLINE_footnotes/Afterword.html
- Stewart Brand-Whole Earth Discipline YouTube presentation
  http://www.youtube.com/watch?v=vttpM2O65BM
- Amory Lovins Brand's nuclear enthusiasm falls short on facts and logic Grist
  http://www.grist.org/article/2009-10-13-stewart-brands-nuclear-enthusiasm-falls-short-on-facts-and-logic
- OPTIONAL Brand, Stewart. Whole Earth Discipline Chapter summaries and additional materials (selected chapters)
  http://web.me.com/stewartbrand/DISCIPLINE_footnotes/Contents.html

Session 5. Written Assignment. Part 1.
(a) How has and how might framing be used in attempts to bring about policy change concerning the environment? (b) How does Friedman frame the environmental policy debate? (c) How does Brand frame the environmental policy debate? (d) Identify one argument made by Brand that most challenged your assumption about what was in the best interest of the environment. (e) How does your view of this issue change as your move between a consideration of one aspect of a system and the entire system?

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

Session 5. Written Assignment. Part 2.
(a) What are the most critical aspects of the system being described (or some important sub-system of the system) and how are the parts of the system related? To what extent is a feedback loop present and how well does it work? You might, or might not, consider the use of a diagram.

(b) What policy change would be most useful for making the system work better? What would it mean to make the system work better? What strategy might a leader use to facilitate change and why this strategy as opposed to other possible strategies?

Post to Blackboard before 5:00 two days before class (max 300 words for a and b. Respond only to part of the questions you feel are relevant).

Session 6
March 24 Health Care as a Social System
A. An introduction to global health care issues based on personal experience
http://guweb2.gonzaga.edu/againsthate/farmer/PaulFarmer.html
B. Background
 • World Health Organization (2006). The current state of global health. In P. Rothenberg (Ed.), Beyond Borders (pp. 356-363).
 • Furnas, B. (2009) American Health Care Since 1994: The Unacceptable Status Quo. Center for American Progress
   http://www.americanprogress.org/issues/2009/01/pdf/1994_health_memo.pdf
 • Lasser, K., Himmelstein, D, and Woolhandler S. (2006) Access to Care, Health Status, and Health Disparities in the United States and Canada: Results of a Cross-National Population-Based Survey
 • Sachs, J. (2006). Macroeconomics of Health: No Health Available at $7.50 per Person per Year. In P. Rothenberg (Ed.), Beyond Borders (pp. 364-367).
 • 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
 • Farmer, P. Pathologies of Power Blackboard document selections available
 • Farmer, P. (2006) Suffering and structural violence. In P. Rothenberg (Ed.), Beyond Borders (pp. 368-389).

- Farmer, P. (n.d.). Interview. From
  http://www.ucpress.edu/books/pages/9875/9875.auint.html
- Farmer, P. (Summer, 2005) Stanford Social Innovation Review. From
  http://www.ssireview.com/pdf/2005SU_15minutes_paulfarmer.pdf
- Sachs, J. (Feb., 2004) Why must the poor be sick? Review of Farmer's book. From
  http://www.findarticles.com/p/articles/mi_m1134/is_1_113/ai_113456801
- Kidder, T. (2003) Mountains Beyond Mountains (excerpt). From
  http://www.randomhouse.com/catalog/display.pperl?isbn=9780375506161&view=excerpt

Session 6. Written Assignment. Part 1.

(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? Part a, b, and c 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 6. Written Assignment. Part 2.

(a) What are the most critical aspects of the system being described (or some important sub-system of the system) and how are the parts of the system related? To what extent is a feedback loop present and how well does it work? You might, or might not, consider the use of a diagram.

(b) What policy change would be most useful for making the system work better? What would it mean to make the system work better? What strategy might a leader use to facilitate change and why this strategy as opposed to other possible strategies?

Post to Blackboard before 5:00 two days before class (max 300 words each question. Respond only to part of the questions you feel are relevant).

Session 7
March 31 Gender as a Social System

- Prior to class, watch the video Miss Representation. Note video is 85 minutes long. Video will be on one day reserve at Foley once they receive it. If there is interest we can arrange a showing after class session 6. Visit the website http://missrepresentation.org/
- Opening class activities
- One Fine Day (video).
- The next day simulation.
- Discussion of Miss Representation
- This session will be based on having everyone read and comment on some introductory materials and then having the Learning Teams take responsibility for more depth on selected topics and reporting to the entire class what they have learned as well as the questions they developed.

- Consider "An individual or position is feminist when it expresses a commitment to eliminating the subordination of women in society."
- The Introduction materials to be read by everyone include:
- Feminism. Stanford Encyclopedia of Philosophy http://plato.stanford.edu/entries/feminism-topics/#Int
- Ketterman and Rhode (2007).Women and Leadership: The state of play, Blackboard course document .pdf
- OPTIONAL Rhode The difference difference makes. Blackboard course document
- The Feminine Mystique. Links changed March 25. Books as bombs: Why the women's movement needed "The Feminine Mystique." New Yorker article Jan 24, 2011 http://www.newyorker.com/arts/critics/books/2011/01/24/110124crbo_books_menand?currentPage=all Chapter 1. "The Problem that Has No Name" http://s3.documentcloud.org/documents/26147/excerpt-from-betty-friedans-the-feminine-mystique.pdf

Session 7. Written assignment, Part 1, to be done by everyone and posted to Blackboard.
(a) Based on the reading about feminism, how would you define the concept. Provide specific references to the readings where appropriate. (b) Do you identify yourself as a feminist and why? What, if any, difference would that make to your policy issues? (c) What is your subjective view of the relationship of feminism and misogyny? (d) To what extent does gender impact leadership. (d) What is the message of the video miss representation about the ability of the media to frame issues around gender and what is your subjective response to whether the media is responsible?

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

Session 7. Written Assignment: Part 2. To be done by everyone.
(a) What are the most critical aspects of the system being described (or some important sub-system of the system) and how are the parts of the system related? To what extent is a feedback loop present and how well does it work? You might, or might not, consider the use of a diagram. (b) What policy change would be most useful for making the system work better? What would it mean to make the system work better? What strategy might a leader use to facilitate change and why this strategy as opposed to other possible strategies?

Post to Blackboard before 5:00 two days before class (max 300 words each question. Respond only to part of the questions you feel are relevant).

Prior to class, Learning Teams will need to decide on how they will use the class time. As a group you may decide to cover alternative material than what is identified in the syllabus. You should feel free to experiment with the presentation of material to the members of your class who are not in your group. Posting to Blackboard can (except where noted otherwise) be done by a representative of the Learning Team or by each member of the Learning Team. Each Learning Team will have 20 minutes to make their presentation and lead discussion on their material. You are encouraged to use the groups functions of Blackboard to decide on your presentation.

A. Feminism
- hooks, B. (Dec.,1995) Black Women Shaping Feminist Theory. BlackBoard Course Document
- Challenging Capitalism & Patriarchy: (1995) Third World Viewpoint interviews. bell hooks.
- Introduction to Feminism. Stanford Encyclopedia of Philosophy http://plato.stanford.edu/entries/feminism-topics/#Int
- Gender Trouble Judith Butler Introduction from Wikipedia (especially chapter 1 summary) http://en.wikipedia.org/wiki/Gender_Trouble
- Butler, Judith (2006) Performative acts and gender constitution: An essay in phenomenology and feminist theory (pp. 61-71). In M. Arnot & M. Mac an Ghaill (Eds.) The Routledge Blackboard document
- Ross, K.L. (n.d.). A response. Feminism (after C.G. Jung, F.A. Hayek, Ayn Rand, Warren Farrell, Camille Paglia, & Christina Hoff Sommers). http://www.friesian.com/feminism.htm

Session 7. Written Assignment. To be done by Topic A Learning Team
(a) Compare and contrast at least three different understandings of feminism. (b) What does bell hooks bring to the dialogue? (c) Identify arguments for and against including feminism in a leadership program. Post to Blackboard before 5:00 two days before class (max 350 words)

Before 5:00 pm on the day of the class, each member identifies what he or she gained from reading the assignments of the other Team members.

B. Gender Equity in Higher Education
- Data at Gonzaga University ranksex09 Blackboard Document
- A Study of the Status of Women Faculty in Science at MIT (html) Printable Version(pdf format)
- How a Committee on Women Faculty came to be established by the Dean of the School of Science, what the Committee and the Dean learned and accomplished, and recommendations for the future.
- Maria M Ferreira (2006) Succeeding in Academia: Practical Strategies for Achieving Tenure and Promotion at Research Universities. From Advancing women in leadership. Online Journal. Volume 21, Fall 2006.
- Gender Equity in Higher Education: Are Male Students at a Disadvantage?(pdf.) examines data on the educational achievement of men and women to determine the validity of previous reports that concluded that women are more likely than their male peers to enroll in college and attain a degree. http://www.acenet.edu/bookstore/pdf/2000_gender_equity.pdf

Session 7. Written Assignment. To be done by Topic B Learning Team.
(a) What, if anything, do the numbers about rank and gender at Gonzaga say? (b) To what extent are these issues at Gonzaga unique to Gonzaga? (c) What might hooks say about gender equity in higher education?

Post to Blackboard before 5:00 two days before class (max 350 words) Before 5:00 pm on the day of the class, each member identifies what he or she gained from reading the assignments of the other Team members.

C. Women and Leadership
- Carli and Eagly (2007) Overcoming resistance to women leaders: the importance of leadership style. in Ketterman and Rhode Blackboard course document
- Barnett (2007) Women, leadership and the natural order. in Ketterman and Rhode. Blackboard course document
- Explore for relevant articles, Advancing Women In Leadership Journal

Session 7. Written Assignment. To be done by Topic C Learning Team.
(a) Identify the main argument in each of the assigned chapters of Kitterman and Rhode. (b) Each member of the Learning Team: Write a short paragraph in the form of a story that you have first-hand information about that informs, illustrates, expands, or is in some way is related to one or more of the arguments in Rhode and identify the specific arguments.

Post to Blackboard before 5:00 two days before class (max 300 words for a and 200 words for each paragraph in b). Before 5:00 pm on the day of the class, each member identifies what he or she gained from reading the assignments of the other Team members.

Session 8
April 14 Ethics, Bringing About Change, and Rethinking Systems and Leadership
Potluck brunch at my house. (1249 S. Wall St. home phone 456-2571. Best direction, south on Monroe to 14th. Turn left for one block. Turn left on Wall St. Very short block. House is gray with almond trim, hedges, and metal gates. Anyone needing transportation, please contact the instructor.)

Final 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 **MUST** MAKE REFERENCE TO AT LEAST ONE TOPIC/READING FROM THE COURSE. Paper due 5:00 pm one day before class. Post to the Discussion Board as an attachment. The entire paper, including title page, table of contents, 100 word abstract, list of references, etc. should not exceed 2,500 words. Paper should be in APA format and should follow the Doctoral Program paper format . 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. The paper also provides an opportunity to use the format required for the Candidacy paper.

Everyone should be prepared to make a short presentation on their paper. Equipment for power point presentations will be available.

Session 8. 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? Parts a, b,

c, and d should not exceed 300 words each. Post to your Blackboard Learning Team Forum (note these are the original learning teams and not the teams used in Session 8) 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.

- Moral Courage Chapter 1 from Kidder's Moral Courage (2006). Note you will be required to register.
- Moral Courage: Definition and Developmentby Rielle Miller (2005)
- Link et al. (n. d.). Conclusion. In Link et al. (Eds.), Leadership is Global (pp. 245-265). (Blackboard document .pdf)
- Lederach, J. P. (2005). The Moral imagination: The art and soul of building peace. Oxford, MA: Oxford University Press. Blackboard document.
- Parks. Common Fire Blackboard document.