

V598 Governing and Leading in a Global Society
Spring 2007

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Online Office Hours: You can contact me at any time, either by phone or e-mail. I will check my Oncourse e-mail at least once a day.

Course Description and Rationale

Governing and Leading in a Global Society is the front bookend or foundation course for SPEA's Master of Public Affairs (MPA) degree program. The course is designed to orient you to the degree program, to introduce you to the most challenging issues facing professionals who will lead our society in the future, and to help you begin the process of thinking purposefully and strategically about professional development.

Sometimes students ask, "What will I learn in this course?" You will be introduced to theory and ways of thinking about issues that will enrich your understanding of critical challenges that affect professionals in public affairs and nonprofit management. Substantively, this course is about professional development, globalization, governance, ethics, and leadership. This course is a knowledge course more than a skills course and does not focus on skills or techniques like statistics or budgeting. You will, however, practice the skills of analyzing and synthesizing information and of thinking and writing critically.

Course Objectives

In the Masters of Public Affairs (MPA) program, courses have been designed to help you acquire competencies – both knowledge and behaviors – in five substantive areas: *globalization, governance, strategic analysis and action, organizational management, and professionalization*. Although aspects of this course address each of the five competencies, we focus on governance, globalization, and professionalization. Within this framework, the primary objectives for this course are for you to:

- learn to recognize the myriads of ways that globalization affects governance of all types of organizations in all sectors of society,
- gain insight into strategies and tactics for leading organizational efforts to respond to, influence, and steer the processes of globalization and governance,
- learn and practice the professional skills of analysis and writing, and
- assess your specific leadership skills and begin to think about how to develop them further.

Class Format

This is a web-based course. I will be able to meet and be available to students in the Indianapolis area and available by phone to all students, but most of our interaction will be via the internet. Our internet exchanges will also be asynchronous (that is, not at concurrent times). There are disadvantages and advantages to this type of course. One advantage is that this format gives you a good deal of flexibility about when you log in and contribute. It also gives you time to prepare thoroughly and reflect about the issues raised in the readings and exercises. One of the disadvantages of the format is that we will not enjoy the same level of interaction that can be achieved in a classroom format. We will each need to carry on our interchanges recognizing the need for care and completeness in our communications. Remember that you can learn as much from your classmates as you can from me. You will be asked to participate in numerous discussions, exercises, and reviews.

Oncourse

Most of our interactions will occur in the context of Oncourse CL, a software system that provides a comprehensive set of tools for the creation, management, and viewing of sophisticated World Wide Web-based teaching and learning environments. After you register, you will receive a password that will give you access to the course materials on Oncourse CL.

Course guidelines

Although this course is offered in a distance learning format, it does not alter our basic responsibilities to one another. It is your responsibility to do the following:

- Be prepared to contribute each week to the online discussions
- Complete assignments on time
- Inform me of any problem or situation that may be interfering with your learning or performance in the course
- Provide feedback on the strengths and weaknesses of the course in a professional manner

It is my responsibility to do the following:

- Provide activities designed to accomplish course objectives
- Assist in providing an atmosphere conducive to learning
- Grade and return assignments in a timely fashion and appraise students of their progress on a regular basis
- Respond to student concerns

Required Texts

Thomas L. Friedman, *The Lexus and the Olive Tree*. New York: Anchor Books, 2000.

Bowman, J. S., West, J.P., Berman, E.M., & Van Wart, M. (2004). *The professional edge: Competencies in public service*. Armonk, New York: M.E. Sharpe.

Sims, R. R., & Quatro, Scott A. (2005). *Leadership: Succeeding in the private, public, and nonprofit sectors*. Armonk, New York: M.E. Sharpe.

Other readings: See the reading list.

Evaluation and Grading

Weekly Discussion Exercises. Each week there will be either a group discussion forum or an individual discussion forum. These postings will be scored and incorporated into your grade.

Your postings should be substantial, concise, provocative, interpretative, timely, logical, and grammatical. It is NOT acceptable to post “I agree with Joe.” Even if that is the case, why do you agree with Joe, what parts of his argument do you find convincing, etc.

Written Assignments

The three written assignments will be graded on the following components:

Organization: clearly stated positions; convincing arguments; cogent and comprehensive
Evidence-based decision-making: reflects knowledge and appreciation of available data and potential data problems

Technical components: related to the specific assignment

Writing mechanics: grammar; word choice; sentence structure

Style: uses appropriate format; accurate citations; adheres to requirements of length, etc.

Final Project

Your final project, Strengthening Capacity for Governance and Public Service in Indiana, has two components:

1. In response to a project scenario (which you will be given), you must prepare a background brief no longer than 12 pages (excluding executive summary and appendixes) that describes and illustrates challenges to governance and public service in Indiana (250 points).
2. Using leadership diagnostics you complete in Module 2, other readings from class, and other materials you think relevant, you must prepare a leadership and career development plan for yourself that is no longer than three pages (excluding appendixes) and that takes into consideration (a.) your career interests and objectives; (b) your current status in the graduate school; and (c) the issues and challenges you described in Part 1 of this assignment (50 points).

The final course grade will be composed of the following elements:

Weekly Discussion forums	45%
Written assignments	30%
Final Project	25%

Grading Scale

A+	100 %
A	95 %
A-	90 %
B+	87 %
B	83 %
B-	80 %
C+	77 %
C	73 %
C-	70 %
D+	67%
D	63 %
D-	60%

Appendix 1 SPEA 2006 Policies

Academic Misconduct

All faculty have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students” and part of this responsibility means that faculty must investigate cases of potential academic misconduct promptly and thoroughly. Faculty members also have the responsibility of taking appropriate action when academic misconduct occurs. The penalties for academic misconduct include but are not limited to lowering a grade on an assignment, lowering a course grade, or failing a student for a course. SPEA faculty take their responsibilities seriously and do not tolerate cheating, plagiarism, or any other form of academic misconduct. If you have not done so, you should read the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://www.iupui.edu/code/>, so that you will be sure to understand what these terms mean and what penalties can be issued for academic misconduct. Significant violations of the Code can result in expulsion from the University. If you have any questions about what constitutes academic misconduct for a course you are taking, be sure to ask the instructor for an explanation.

The *IUPUI Code of Student Rights, Responsibilities, and Conduct* defines four areas of academic misconduct: cheating, fabrication, plagiarism, and interference. The prohibited activities and actions include the following:

1. **Cheating.** A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:
 - a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
 - b. A student must not use another person as a substitute in the taking of an examination or quiz.
 - c. A student must not steal examinations or other course materials.
 - d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
 - e. A student must not collaborate with other persons on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student's individual work.
 - f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on field work.
 - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
 - h. A student must not alter a grade or score in any way.

2. **Fabrication.** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

3. **Plagiarism.** A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

4. **Interference.**

- a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

Communication between Faculty and Students

In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors' preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUPUI email to another account can be found at <http://uits.iu.edu/scripts/ose.cgi?berh.def.help>

Course Withdrawals

Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. See the Office of the Registrar's website at <http://registrar.iupui.edu/withdraw.html> for more information. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

Withdrawal Deadlines	
Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required)	Week 1 (last day)

Withdrawal with automatic <u>grade of W</u> (Advisor signature IS required)	Week 2– Week 7 (regular session) Week 2 – Week 3 (summer session)
Withdrawal with <u>grade of W or F</u> (Advisor and instructor signatures ARE required)	Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session)

Incompletes

A grade of incomplete (I) indicates that a ‘substantial portion’ of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student’s work must be of passing quality, and the student must have completed 75% of the course requirements. **Poor performance in a course is not grounds for an incomplete.** SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar’s website at <http://registrar.iupui.edu/incomp.html>, in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an ‘F’ if the work is not completed within the allotted timeframe established by the instructor.

Grade Changes

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar’s Office. **A student has 90 days after the conclusion of a course to appeal a grade.** In cases of extenuating circumstances, SPEA may consider petitions filed after this date. SPEA will review the request and make a final decision. The Change of Grade petition form is located at the Office of the Registrar’s website at <http://registrar.iupui.edu/grdfrm.html>.

Students Called to Active Duty

SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar’s website at <http://registrar.iupui.edu/activeduty.html>.