Note from Professor Ruth—hello everyone-- here is the current Fall 2018 syllabus. The format for the Spring 2019 semester will be similar but new themes will be added to match the emerging policy hot buttons for the new year. The overall theme of the course is to present about a dozen big policy ideas and consider them in the COT context. Examples are: Nobel Prize winner Richard Thaler on “nudging,” Facebook COO Sheryl Sandberg on “leaning in, income inequality, gender inequity, geography as destiny, job displacement through artificial intelligence, minimum wage versus guaranteed annual wage, increasing death rates among white males ages 50 and above, flat world versus spiky world, impact of social networks, happiness as a GDP measure, challenges of opinion sampling, the digital divide, and more.

Please contact me if you have any questions

Steve Ruth

Professor of Public Policy, Schar School

George Mason University
Schar School of Policy and Government
Fall Semester 2018

Important Note: Starting week 1 this syllabus is replaced by the on line course site for current information and assignments

For a video summary of the course by the instructor click here
Instructor: Stephen Ruth, Professor of Public Policy

Office hours: By appointment

Room: Founders Hall 541

Email address: ruth@gmu.edu and stever3992@aol.com;

Phone Ruth:703 993 1789; home:703 536 5343 (please no calls after 8 PM)

Instructor’s Personal site http://icasit.gmu.edu/about-us/stephen-r-ruth/

Face-to-face Classes: None

Notice about this online course It’s entirely on line so both student and instructor are required to have continuous, productive and content-specific communications on line from beginning to end. In fact, almost half of the course’s grade is based on the quality and frequency of participation, both on line and in class, including group project posted on course site. So if being face-to-face is what you like best, this section of PUBP 503 may not be for you. There will be extensive class participation—considerably more than in a typical face-to-face class—but much of it will be on-line.

Recommended “homework” before signing up for this virtual course. To prepare you for this process, please watch or skim these three videos by Salman Khan and Stanford professors Daphne Kohler and Peter Norvig, if you have time

1. Salman Khan, “Let's Use Video To Reinvent Education” (20 minutes)
2. Daphne Kohler, “What we are learning from on-line education” (20 minutes)
3. Peter Norvig, “The 100,000 Student classroom” (6 minutes)

Overview of the course
Effective policy analysis and implementation often depend on understanding cultures, organizations and technologies and how they interact with one another. Whether considering the culture of political groups, military or business organizations, religions, the old or the young, farm or non-farm, or any other differentiation scheme, significant issues are involved. Failing to take note of cultural aspects in societies can cause even the most carefully crafted public policy plans to fail. We focus on the role of culture in the context of groups, organizations and societies together with culture-related economic and technological processes at several levels of impact: organizational, regional, national and international. The course also emphasizes the culture of teams and team approaches to learning. And there is considerable emphasis on the role of technology as it affects culture and organizations, since developments like blogs and social networks are major factors in public policy implementation.

**Learning Objectives and Outcomes** Overall course objectives include greater competence in these areas:

- Observing and describing the manifestations of culture, organizations and technology at micro and macro levels through blogs, news stories, analyses, reports, etc.

- Reviewing the interrelated roles of culture, organization and technology in the context of the current national debate on income inequality

- Clarifying the role of culture as it relates to the practice of leadership in a technological age

- Identifying both cultural enablers and barriers in the context of effective policy development and program implementation

- Examining some to the tools used to measure and present cultural issues, like polling, interviewing and other techniques

- Learning other culture-related skills like leveraging high performance teams, recognizing and evaluating culture-related statistics, etc.
Using teaming and class participation to sharpen understanding of culture’s role in public policy analysis

Taking note of popular culture and organizational interpretations, like Surowiecki’s *The Wisdom of Crowds*, Gladwell’s *The Tipping Point*, Chua and Rubenfield’s *The Triple Package*, and others

Examining closely the statistical and presentation methods used to describe cultural phenomena, like maps, bubblecharts, Gapminder graphs, etc

Understanding how policy questions are framed in the context of cultural considerations

**Assignments, Grades and Examinations—Three Key Requirements**

three focused written assignments, a final exam (take home), and extensive participation in class discussions (on-line), presentations and projects:

**Participation in weekly class discussions and individual projects 50%**

**Individual presentation (20%)** should be carefully prepared for an on-line audience, including sound, demonstrate good understanding of the material, and be aimed at stimulating on-line discussion by the class. Several samples are at the course site. Click here for detailed instructions.

**Class participation (30%)** This covers all aspects of interaction from the first class to the last, especially active participation in class discussions through frequent well-thought-out posts (at least 4 informal posts per week and one formal post every other week). Examples of typical informal and formal posts are available on the course website, along with information on rubrics used to evaluate them. Here are some samples of typical posts.

**Written assignments 30%**

There will be three written assignments, each with appropriate citations, graphs and charts, as needed. These assignments will be given by the instructor about every three or four weeks. Target minimum length: about 2000 words, not including end notes, diagrams, etc. See instructions for submission of written work at end of this syllabus. Please be sure that citations follow some standard format and style guide. Samples of top notch format are provided. Here is one. Use of Zotero is urged for formatting and footnotes.
Final examination (take home) 20%

The final examination will be a take-home test of five or six questions. It will be distributed in mid-November and will require about 10-12 hours of your time to be completed successfully. Again samples of excellent exam question responses are provided.

Required Textbooks


Optional Reading

Hans Rolsing, *Factfulness* (Flatiron Press, 2018)


Murphy, Cullen, *Are We Rome?* (Houghton Mifflin, 2007), paperback


Friedman, Thomas, *The World is Flat -- A Brief History of the Twenty-first Century Release 3.0*

Levitt, Steven, and Steven D. Debner, *Freakonomics*, (Morrow, 2005)

Read, Herbert, *To Hell With Culture* (Schocken Books, 1963)

Gladwell, Malcolm, *Outliers* (Little Brown, 2009), paperback


*Course Timeline (2018)*

<table>
<thead>
<tr>
<th>Event</th>
<th>August 27</th>
<th>December 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal on-line posts</td>
<td>XXXXXXXX</td>
<td></td>
</tr>
<tr>
<td>Bi-weekly Formal posts</td>
<td>XX XX XX</td>
<td>XX XX XX</td>
</tr>
<tr>
<td>Preparing presentation</td>
<td>X XXX X X X X X X</td>
<td></td>
</tr>
<tr>
<td>First written assignment</td>
<td>XX X X X</td>
<td></td>
</tr>
<tr>
<td>Second written assignment</td>
<td>X X X</td>
<td></td>
</tr>
<tr>
<td>Third written assignment</td>
<td>X X X X</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>X X X X X</td>
<td></td>
</tr>
</tbody>
</table>

*Technology Requirements*

**Hardware:**
You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required to take a distance education course consider and allow for:
1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you are considering the purchase of a new computer, please go to the GMU computer store site

**Software:**

This course uses Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See supported browsers and operating systems. Log in to myMason to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use Acrobat Reader, Flash, Java (Windows), Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free at http://antivirus.gmu.edu.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

**Blackboard Support**

**Email address for support**

courses@gmu.edu

**Student support website**

http://coursessupport.gmu.edu/students/
Are you looking for quick video help about Blackboard? Visit

http://ondemand.blackboard.com/students.htm

If you can not log in to myMason please contact the ITU Support Center at (703) 993-8870 or reset your Mason NetID password at http://password.gmu.edu

**********************************************************

Weekly Schedule—please note that actual assignments will be shown at the course web site

Week 1 Introduction, some fundamental “big ideas” in COT, including cultural differentiation, blogs and income inequality

Week 2 Schein and Hofstede on defining the structure of culture: organizations, artifacts, beliefs, group formation, case studies etc.; AI and COT

Week 3 Triple Package Controversy (immigration policy); Wealth Effects of COT; Elites; some international aspects of COT

Week 4 Schein on macrocultures: COT and religion; ethnographic analysis; Gapminder—amazingly successful analytical tool available to all

Week 5 Problems and challenges of public opinion polling; importance of social capital in COT analysis (Robert Putnam)

Week 6 Social Movements and Social Networks, prediction markets, Schein, Turkle and Christakis

Week 7 Leadership and culture; Wisdom of Crowds; crowdsourcing

Week 8 Gender Equity Issues: Pay and benefits comparisons; insights from thought leaders; research pro and con; Government policies that may be useful

Week 9 Deciphering and diagnosing organizational culture; Embedding Creativity in Organizations
Week 10 Assessing culture—case studies by Edgar Schein; Assessing COT: measures and metrics; new “big ideas”

Week 11 Policy Trends, Digital Divide, Diamond on Extinction, Other “Big Ideas”

Week 12 Synthesis of COT "Big Ideas"

Week 13--Thanksgiving holiday--no assignment

Week 14 Reviewing Class Presentations--tutorials

Week 15--Final Week--Summing up--review and synthesis

Ethical Conduct--GMU Honor Code GMU shares in the tradition of an honor system that has existed in Virginia colleges since 1842. The Honor Code is an integral part of university life. Students are responsible for understanding the provisions of the code. In the spirit of the code, a student's word is a declaration of good faith acceptable as truth in all academic matters. Therefore, attempted cheating, plagiarism, lying, and stealing of academic work and related work constitute Honor Code violations. All work must be your own. Inappropriate use of the work of others without attribution is plagiarism and a George Mason University Honor Code violation punishable by expulsion from the University. All students should familiarize themselves with this honor code provision (http://www.gmu.edu/facstaff/handbook/aD.html). To guard against plagiarism and to treat students equitably, written work may be checked against existing published materials or digital data bases available through various plagiarism detection services. Accordingly materials submitted to all courses must be available in electronic format.

SPP Policy on Plagiarism--The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the School of Public Policy. It constitutes a serious breach of professional ethics and it is unacceptable. Plagiarism is the use of another’s words or ideas presented as one’s own. It
includes, among other things, the use of specific words, ideas, or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one’s professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the School of Public Policy takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of “F.” This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student’s transcript. For foreign students who are on a university-sponsored visa (eg. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the SPP policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student’s work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The SPP policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it. (http://www.gmu.edu/facstaff/handbook/aD.html). See also the university’s academic policy web site at http://universitypolicy.gmu.edu/.

**Disability Accommodation** If you are a student with a disability and you need academic accommodations, please see instructor and contact the Disability Resource Center (DRC) at 703 993-2474. All academic accommodations must be arranged through the DRC.

Importance of Good Writing and Presentation Skills. Students in this course will be
expected to do several writing assignments, a normal requirement in graduate courses in public policy and at least one high quality presentation in class. From the outset, the highest standard of writing will be expected. Here are some of the criteria that will be used to measure submitted written work: quality of content: analytical clarity/persuasiveness; objectivity; quality of source material; use of evidence/methodology.

From Professor Ruth — PUBP 503 written assignments – please read carefully

In my experience, some students are not accustomed to the importance of writing a paper that not only has good content, but also looks professional. So even before you start writing, I suggest you find a solid report from government or any other source. I will be glad to send you one. It will have a nice aspect, headings and paragraphs in good order, footnotes clickable and in impeccable format, easy for the reader to go directly to the source. So rather that suggest style guides or rules, my request is that Assignment 1, and all assignments, both be good and look good. I can promise you that being especially attentive to this can be a huge asset in your career. Many will already be used to this advice, but I will be insisting on top notch writing. That includes proper footnoting, which should be equally divided between outside and class sources, and should also follow a consistent format.

Since these written assignments require careful, replicable use of citations from course sources as well as other sources, it's crucial that the formatting be of high quality. For those of you who have already incorporated Zotero into your research repertoire, it will be easy to assemble sources and have them appear professional, also making it easy for the reader to access them with a click. So I urge that everyone be particularly attentive to the importance of good formatting in these written assignments and to use Zotero or some other formatting method. I'll be glad to send you samples of high quality formatting if you would like. Here is one.
Important—if you have not taken advantage of Zotero in your research so far at GMU you are missing a crucial and time-saving resource. Here are links to two mini-tutorials on Zotero provided by SPGIA librarian Dr Helen McManus

1. Getting stuff into Zotero
2. Zotero & Word