

University of Pennsylvania

POLITICAL SCIENCE 598/Spring 2016/Tuesdays 2-5PM

GLOBAL LEADERSHIP

A Problem-Solving Learning Seminar

Benjamin Franklin (1706-1790), the world-historic scientist, inventor, and statesman, founded The University of Pennsylvania, known as Penn, in 1740, as America's first major nonsectarian institution of higher learning. In addition to signing all three of the American Republic's founding documents (the Declaration of Independence, the Articles of Confederation, and the Constitution), Penn's Founder also signed The Treaty of Paris. Indeed, Franklin was the best known and most beloved American of his time in Europe. A brilliant international diplomat, he preached that all peoples had civic and moral duties beyond their own respective national borders, and he practiced a principled but pragmatic brand of global leadership.

In Franklin's internationalist intellectual and civic tradition, the purpose of Political Science 598, a special, intensive, permit-only, problem-solving learning seminar, is to help equip and empower Penn students for present or future roles as ethical and effective 21st century global leaders. Anchored academically by theories, concepts, and findings from the contemporary social science literature on leadership, the seminar focuses on present-day global leadership challenges relating to China, America, and Sino-American relations. It is organized mainly around three **Global Leadership (GL) Case Studies**, a **Spring Break GL Research and Cultural Engagement Trip to China**, and a **GL Ideas in Action Report**.

GL Case Studies

- **#1: Energy and Environment** Leadership to pave eco-friendly, cost-effective paths to energy sustainability in America, in China, and through Sino-American joint ventures.
- **#2: Eldercare** Leadership to create or expand programs that provide to medically needy elderly citizens in their own homes and communities reliable access to affordable, high-quality nursing care and related health and human services.
- **#3: International Relations** Leadership to promote Sino-American cooperation, problem-solving partnerships, and educational and cultural exchanges.

Spring Break GL Research and Cultural Engagement Trip

On site in Beijing, Suzhou, and Shanghai, including meetings and site visits relating to GL Case Study #2 (Eldercare in China) and the GL Ideas in Action Report.

GL Ideas in Action Report

A plan for creating or expanding collaborative governance policies and programs that provide to medically needy elderly Chinese citizens in their own homes and communities reliable access to affordable, high-quality nursing care and related health and human services.

Co-Instructors

(An asterisk next to any person's name indicates proficiency or fluency in both Mandarin and English)

- **Prof. John J. DiIulio, Jr.** (Instructor of Record): *Frederic Fox Leadership Professor of Politics, Religion, and Civil Society; Professor of Political Science; Faculty Director, Fox Leadership International, Fox Program, and Program for Research on Religion and Urban Civil Society; Non-Resident Senior Fellow, Brookings Institution; Advisor, China Public Leadership Center, Tsinghua University*
- **Asst. Dir. Euria Chung** (Chief Administrator): *Fox Program, Fox Leadership International*
- **Dr. Terry Cooke,*** *Assistant Director, Fox Leadership International; Chairman and Founding Director, China Partnership of Greater Philadelphia*
- **Deputy Exec. Dir. Melvin Chih-Jen Lee,*** *Fox Program, Fox Leadership International*
- **Dr. Hope Lozano-Bielat,** *Resident Senior Fellow, Fox Program, Fox Leadership International, and Program for Research on Religion and Urban Civil Society*
- **Exec. Dir. Joseph P. Tierney,** *Fox Leadership Program; Resident Senior Fellow, Fox Leadership International and Program for Research on Religion and Urban Civil Society*

Senior Course Consultants

- **Dr. Daniel Curran,** *President, University of Dayton; Founder, University of Dayton China Institute, Suzhou Industrial Park, China; Non-Resident Senior Fellow, Fox Leadership International*
- **Prof. Christine Bradway,** *Associate Professor of Gerontological Nursing, School of Nursing Science; Non-Resident Senior Fellow, Fox Program*
- **Dr. Al Freedman,** *Psychologist in Private Practice; former Senior Consultant, BAYADA Nurses; former Consulting Psychologist at Westtown School and at Delaware Valley Friends School*
- **Prof. Michael Horowitz,** *Associate Professor of Political Science; Deputy Director, Perry World House; Non-Resident Senior Fellow, Fox Leadership International (FLI), and Member, FLI PEACE Faculty Committee*
- **Prof. Jianghong Liu,*** *Associate Professor, School of Nursing Science and School of Medicine; Non-Resident Senior Fellow, Fox Leadership International*
- **Ms. Geri Summerville,** *Lecturer, School of Social Policy and Practice; former Executive Vice President, Public/Private Ventures; Non-Resident Senior Fellow, Fox Program*
- **Prof. Yu Yongda,** *Tsinghua University Professor, School of Public Policy and Management; Deputy Director, Institute of International Strategy and Development; Co-Founder and Co-Director, China Center for Public Leadership; Non-Resident Senior Fellow, Fox Program and Fox Leadership International*

PEACE Course Commissioners

(PEACE is Partnerships for Educational Advancement and Cultural Exchange, a program of Fox Leadership International)

- **Mr. Chi (Michael) Chen,*** *MBA Candidate, Class of 2016; Resident Co-Chairperson, Fox Leadership International China-U.S. PEACE Student and Alumni Steering Society*
- **Mr. Daniel A. DiIulio,*** *JD Candidate, Yale Law School; Member, Fox Leadership International China-U.S. PEACE Student and Alumni Steering Society; College '15*
- **Ms. Xue (Helen) Guan,*** *MBA Candidate, Class of 2016; Resident Co-Chairperson, Fox Leadership International China-U.S. PEACE Student and Alumni Steering Society*
- **Mr. Jin Guan,*** *Director of New Media, SDT Media Production, Beijing, China; Member, Fox Leadership International China-U.S. PEACE Student and Alumni Steering Society; College '11*
- **Mr. Cheng (James) Yao,*** *MPA Candidate, Class of 2016; Member, Fox Leadership International China-U.S. PEACE Student and Alumni Steering Society*
- **Mr. Xinglin (Richard) Pan,*** *MPA Candidate, Tsinghua University; Resident FLI China-U.S. Graduate PEACE Fellow; Member, Fox Leadership International China-U.S. PEACE Student and Alumni Steering Society*

Required Readings

- PSCI 598 READING PACKET 1 (to be distributed in class free to each student)
- PSCI 598 READING PACKET 2 (to be distributed in class free to each student)
- Michael C. Horowitz et al., *WHY LEADERS FIGHT* (Cambridge, 2015)
- Xi Jinping, *THE GOVERNANCE OF CHINA* (Foreign Language Press, 2014)
- Aaron L. Friedberg, *A CONTEST FOR SUPREMACY* (Norton, 2011)
- Thomas J. Christensen, *THE CHINA CHALLENGE* (Norton, 2015)

Grading Policies

- 40% GL Ideas in Action Report (30%) & Class Presentation of Report (10%)
- 40% Individual Reflection Papers (Three, 10% each) and Memorandum (10%)
- 20% Individual Participation and Engagement

Students may not miss any class meeting, assignment, or deadline for any reason whatsoever except in cases of medical need or other emergencies

- Any unexcused missed meeting, assignment, or deadline results in either an Incomplete or a failing grade for the course.

Given the above average individual and group demands of this seminar, including but not limited to dedicating spring break to it for a class trip to China, students who successfully discharge all individual and collective tasks as instructed will receive grades of A or A-.

WEEK 1/January 19**Orientation and Overview***Reading Packet 1, Week 1*

Our world is increasingly a place of violent conflict...We are asked to summon the courage and the intelligence to resolve today's many geopolitical and economic crises. Even in the developed world, the effects of unjust structures are all too apparent. Our efforts must aim at restoring hope, righting wrongs, maintaining commitments, and thus promoting the well-being of individuals and of peoples.¹

They want to have better education, more stable jobs, more income, reliable social security, better medical and health care, improved housing conditions and a beautiful environment. They hope that their children will have sound growth, good jobs and more enjoyable lives.²

- Following in Franklin's Global Footsteps
- The Catholic Global Leader, the Communist Global Leader—and *You*?
- What's "Leadership Theory, Practice, and Purpose"?
- What's "Global Leadership"? What's our PSCI 598 Brand of It?
 - States, strong and weak; Civil Societies, strong and weak
 - "Collaborative Governance" in cross-national perspective
 - Government Agencies—central, intermediate, and local
 - Non-Governmental Organizations—government-related, for-profit, not-for-profit
 - Public Law; Policy/Program Administration/Implementation; Civic/Social/Family Culture; Special Expertise/Knowledge; "Everything Else"

WEEK 2/January 26**Leading Contemporary America/China: Definitions, Differences, and Universals***Reading Packet 1, Week 2*

- The Social Science of Leadership
- The Personal Craft of Leadership
- The Three "E's" of "Who Leads?"
- Leadership 5, 4, 3, 2, 1: 5 Traits, 4 Incentives, 3 "Likes," 2 Goals, and 1 Purpose
- Leadership Universals: Inspiration, Perspiration, and Implementation
- Lincoln as 21st Century Global Leader
- Global Leadership: Problem-Solving through Institutionalized Partnerships

¹ His Holiness Pope Francis, Address to a Joint Session of the United States Congress, September 24, 2015.

² President Xi Jinping, "The People's Wish for a Good Life is Our Goal," speech at the press conference of the Standing Committee of the Political Bureau of the 18th CPC Central Committee, November 12, 2012, as excerpted in Xi Jinping, The Governance of China (Foreign Languages Press, 2014), p. 4.

WEEKS 3 and 4/February 2 and February 9**GL Case #1: Energy & Environmental Initiatives in America and China**FEBRUARY 2: *Reading Packet 1, Week 3*FEBRUARY 9: *Reading Packet 1, Week 4*

- Leadership and Climate Change: Incentives, Institutions, and International Bodies
- Leadership Successes, Failures, and Lessons Learned—or Spurned
- China Partnership of Greater Philadelphia: Lessons from the TEDA Eco-Partnership
 - *On-campus and off-campus meetings in the Philadelphia region with scholars, community leaders, and federal, state, or local government officials involved in various efforts to promote environmental protection and/or energy sustainability*

WEEK 5/February 16**GL Bridging from Energy/Environment to Eldercare***Reading Packet 2, Week 5***DUE in Class: Reflection Paper** (1,500 words maximum) on **GL Case #1**WEEKS 6, 7, 8, and 9**GL Case Study #2: Eldercare Policies and Programs in China**Week 6/February 23 and Week 7/March 1

Through reading (*Reading Packet 2, Weeks 6, 7, and 8*), in-class discussions, in-class and outside class individual and group meetings with Senior Course Consultants, PEACE Course Commissioners, and others, prepare for a multi-city (Beijing, Suzhou, Shanghai) research and cultural engagement trip to China focused on China’s “eldercare crisis.” To get started, imagine: You have a new job as Chief of Staff to the new CEO of a new foundation that is considering investing big money in addressing the “eldercare crisis” in China. But neither you nor the CEO is up to speed on the topic, and so you had a staff assistant prepare a reading packet on it for you that, as it happens, mirrors the very materials in *Reading Packet 2, Week 5*. **DUE in Class February 23:** Write a 10-bullet point “**Memorandum to CEO, China-U.S. PEACE Foundation**” (no footnotes/citations—all understood to be drawn from your staff assistant’s packet/*Reading Packet 2, Week 5*) summarizing the ten points (facts, figures, unknowns, whatever—but each must be a discrete point, not a bunch of points connected by conjunctions!) you believe the CEO “must know” regarding the “eldercare crisis” facing China.

Week 8/Spring Break Week Trip to China

Travel to China (Beijing, Suzhou, and Shanghai) for course-specific research and cultural engagement focused on China’s “eldercare crisis.” [*Read Horowitz et al on the planes! Read President Xi Jinping on the planes!*]

Week 9/March 15:

Deep in-class “de-briefs” on learnings from the spring break trip. **DUE in Class: Reflection Paper** (1,000 words maximum) on your reading of THE GOVERNANCE OF CHINA.

WEEKS 10, 11, and 12**GL Case Study #3: Sino-American Relations—Choosing the Future?**Week 10/MARCH 22

- *Friedberg, entire*

Week 11/MARCH 29

- *Christensen, entire*

Week 12/APRIL 5

DUE in Class: Reflection Paper on GL Case Study #3 (2,000 words maximum):

- How, if at all, does Friedberg's perspective on the past, present, and future of Sino-American relations, and his prescriptions regarding how today's American leaders should understand and approach that relationship, differ from Christensen's perspective and prescriptions?
- Which, if either, author's respective perspective and prescriptions, Friedberg's or Christensen's, fit well with the ideas, arguments, implications, and findings presented by Horowitz, Stam, and Ellis?
- If you had to recommend just one of these three books to the next president of the United States, which would you recommend, and why? If you had to recommend just one to the next president of Penn, which would you recommend, and why (the same one as you would recommend to the next president of the U.S., or not—and why)?

WEEKS 13, 14, and 15**GLOBAL LEADERSHIP IDEAS IN ACTION REPORT**

A plan for creating or expanding collaborative governance policies and programs that provide to medically needy elderly Chinese citizens in their own homes and communities reliable access to affordable, high-quality nursing care and related health and human services.

APRIL 12**GL Partnerships: A LIFE-Like** Model for China?**

Student Individual/Group Reports:

- The Eldercare Crisis in China
- The Eldercare Crisis in Suzhou, China
- Public Law/Administration
- For-Profit Business
- Nursing Science
- Civil Society/Religious/Volunteer Organizations

(****LIFE**: Living Independently for Elders; see *Reading Packet 2*, Week 6)

APRIL 19

- **DUE in Class: First Draft of GL Ideas in Action Report**

APRIL 26

- **DUE** in Class: Final Draft of **GL Ideas in Action Report**
- **Class Presentation** of **GL Ideas in Action Report** before selected Chinese and American leaders, framed and organized to address the following GL question:

In the G-7 nations,³ in the BRICS nations,⁴ and elsewhere around the globe, what can leaders do to pave principled yet pragmatic paths to international peace and cooperation while meeting major civic challenges, how might your plan for ameliorating China's eldercare crisis pave one such path, and what's the best/the worst one might reasonably expect to flow from an effort to implement your plan?

³ Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States.

⁴ Brazil, Russia, India, China, and South Africa.