

Culture, Organization, and Technology
PUBP 503-001
Spring 2007
Prof. Nike Carstarphen
Adjunct Professor

COURSE INFORMATION

Class Meets: Wednesday, 4:30-7:10 pm, Arlington Campus, Room 257

Office Hours: Wednesday, 2:00-4:15 pm or by appointment, Arlington 201

Contact: E-mail: bcarstal@gmu.edu (Please include "PUBP 503" in the title of your email.)

COURSE DESCRIPTION

Welcome to PUBP 503! Effective policy analysis, program design, implementation and management often depend on understanding cultures, organizations and technologies and how they interact with one another. In this course, we will explore the influence of culture in organizational, societal, political, economic, and technological processes, nationally and internationally. In so doing, we will also take into account various effects of globalization on cultural issues that concern public policy professionals. For the purpose of this course, culture is seen as dynamic and interactional. Using case studies, we will examine a wide range of approaches to the study of culture, from the analysis of organization and social networks to that of belief systems and deep-rooted identities. We will also focus on the interaction between culture, organization and technology and how they shape and reshape one another. In addition, we will develop practical skills in observation, participation, and intervention for social change.

COURSE MATERIALS

Required Books

Required books available in the bookstore or via other booksellers, such as Amazon, and are on reserve at the Arlington library circulation desk.

- Friedman, Thomas L. *The World Is Flat: A Brief History of the Twenty-first Century*. 2nd ed. New York: Farrar, Straus and Giroux, 2006.
- Hofstede, Geert, and Gert Jan Hofstede. *Cultures and Organizations: Software of the Mind*. 2nd ed. New York: McGraw-Hill, 2005.
- Volti, Rudi. *Society and Technological Change*. 4th ed. New York: Worth Publishers, 2000.

Required E-Reserves and Other Reading Available at GMU Arlington Library

In addition, there are many articles and book chapters assigned that will be available on GMU e-reserves. For specific readings, please see the Class Schedule of weekly topics, readings and assignments.

To access GMU E-Reserves:

- Go to <http://sunspot.gmu.edu/cgi-bin/ers/OSCRgen.cgi>
- Select the course and/or the instructor. You may use both to narrow your search, if desired. Select "PUBP503-01" under course and/or "Carstarphen" under instructor.
- The password will be TBD (I will send you the password as soon as possible)

There are some reading materials that have not been placed on e-reserves, but are available at GMU's Arlington library's circulation desk. Please make arrangements early to either read them at the library or photocopy them.

REQUIREMENTS AND EVALUATION

1. Written assignments
 - a. Cultural self-reflection (2 – 4 pages), Due Feb. 21 5%
 - b. Workplace observation (5 – 8 pages), Due March 21 20%
 - c. Cross-cultural interview project (10 – 12 pages), Due April 18 25%
2. Final, Due May 9 30%
3. Class Participation 20%
 - a. Preparation and full class participation
 - b. Reflection paper (3-4 pages) and presentation (5-7 minutes)
 - c. Optional additional assignments

The grades of **A or A-** are reserved for sustained excellence and outstanding performance on all aspects of the course. The grades of **B and B+** are used to denote mastery of the material and very good performance on all aspects of the course. The grade of **B-** denotes marginal quality work that is not quite up to graduate level standards. The grade of **C** denotes work that may be adequate for undergraduate performance, but is not acceptable at the graduate level. The grade of **F** denotes the failure to perform adequately on course assignments.

Descriptions of Requirements

1. *Cultural Self-reflection paper* – Due Week 5 (February 21) – Individual self-observation and analysis is the focus of this assignment. Details about this

assignment will be provided during the first class meeting.

2. *Workplace observation paper* – Due Week 8 (March 21) – Interview colleagues in your workplace, an organization you work in, or a school you have attended, to discover how it works, both formally and informally, how decisions are made, who has authority and how they maintain it, and what the real rules are that govern the behavior of its members. Participant observation techniques will be used in this assignment, including establishing an interview protocol, negotiating permission to interview where necessary, keeping detailed interview notes, and analyzing your data to find patterns and gain insight. Detailed instructions on this assignment will be given in class and the methodology of ethnographic interviews will be discussed in Week 5 (February 21).
3. *Cross-cultural interview project paper* – 1-page Proposal Due Week 9 (March 28) with Paper Due Week 12 (April 18) – Detailed instructions provided during class.
4. *Final examination* – Take-home exam distributed in Week 13 (April 25) and due via email by Week 15 - Wednesday, May 9, 5:00pm.
5. *Class participation* – Class participation is broadly defined, including one short reflection paper (3-4 pages) and presentation (5-7 minutes) on the topic of your choice. See the following section titled Class Participation for more information.

Optional, but Strongly Encouraged: In addition, there are two guest speakers that faculty of other 503 sections have invited during Spring 2007. Our class is invited to attend these presentations as well. Anyone attending one or both presentations is asked to submit a 2-page reflection on the presentation, including its relevance to the class readings and discussion and implications for public policy making and is due the next week in class. Attendance at the presentation and the reflection paper are not required nor graded, but are highly recommended for your learning purposes. Your attendance and reflection paper will be considered as part of your regular class participation grade. More information as to the schedule of these speakers will be announced in class.

All written assignments, including the final, must be word-processed, double-spaced, and written in 11-12 pt font with a maximum of 1-inch margins. The first page of your paper MUST include the course title (PUBP 503-001 Culture, Organization, and Technology), your name, email address, and phone number, the week in which the reading assignment is due (e.g., Week 2, January 31), and the title of the assignment/topic.

Class Participation - Components & Criteria For Evaluation

As the professor, I will carefully evaluate your class participation (20% of your final grade) after the final class based on observations and interactions relevant to the course over the semester. The criteria will include attendance and full participation in each class, your emphasis on inquiry and critical reflection more than advocacy in class conversations, the importance of using differing kinds of participation, and your efforts to practice specific behaviors that are less well developed for you. For example, speaking in class will need to be carefully self-monitored in ways that support the mutuality of learning by all class members. While speaking in class is important, the amount of speaking time needs to be balanced with the need for others to have air-time, the quality of listening, efforts to build on the contributions of others and on the substance and content of the readings, asking questions of each other and of me, reflection, thoughtfulness of comments, and other contributions made to the creation of a mutual learning space. I keep weekly notes on my observations to be used at the end of the semester.

Another important part of your class participation is **one brief presentation** (5 to 7 minutes) on a topic of your choice. To complete this task, select a topic of your interest from the following list of ten subjects:

- Week 2 (January 31) Globalization
- Week 3 (February 7) Culture (1) – Introduction and overview
- Week 4 (February 14) Culture (2) – Deep culture
- Week 6 (February 28) Organization
- Week 7 (March 7) Technology
- Week 8 (March 21) Case study (1) – US-China relations
- Week 9 (March 28) Case study (2) – Rwandan genocide in 1994
- Week 10 (April 4) Case study (3) – US/Western-Muslim world relations
- Week 11 (April 11) Cross-cultural conflict and negotiation
- Week 12 (April 18) Cross-cultural dialogue and conflict transformation

Read the required readings for the week and topic you have selected and write a brief reflection paper (3-4 pages) on the topic. The paper should discuss:

1. Essential claims and/or core assumptions discussed in the literature under review. (Note: Your summary does not have to be comprehensive in scope, but must demonstrate that you have understood the authors' central arguments.)
2. Thorough critique of their arguments in terms relevant to the objectives of this course,

with a particular emphasis on culture (as well as on organization, technology, and/or globalization, if you so prefer).

3. Policy implications of your analysis and critique, preferably with clear, concrete examples. Be brief on this as well.

The PAPER IS DUE on TUESDAY the day before class by 5:00 pm via email to bcarstal@gmu.edu. In addition, submit a hard copy of your paper at the beginning of the session, on Wednesday. Be prepared to present your views succinctly and clearly in class in 5 to 7 minutes (no more than 7 minutes!) and help facilitate class discussions to follow, together with me.

Each week, we will have two to three presenters. (I will circulate a sign-up sheet in Week 1.) The assigned presenters will form a panel of discussants. As a presenter, you are strongly encouraged to meet with, or at least communicate with, your fellow panel discussants before the session, in order to appreciate different perspectives on the topic of your choice and get a sense of how the panel discussion may unfold as a whole. However, there is no need to align or integrate your ideas with your fellow discussants' before or during the presentations. The instructor will evaluate each presenter's views separately and individually.

Missed Class Sessions

Attendance in class is required and will be taken into account in evaluation for the course. While it is possible that the requirements of full time jobs may occasionally conflict with class times, missing more than two class sessions will make it virtually impossible to earn a grade better than B for the course. Missing more than three sessions will make a grade of C likely. Your participation grade *might* be maintained by providing me a 3 to 4-page summary and analysis of the week's reading. This is to ensure that you have read the material carefully, and will therefore have less risk falling behind the rest of the class. Communicate with me *before* you have to miss a class. However, make-up papers do not fully make up for missed classes.

COURSE SCHEDULE

Week 1 (January 24): Introduction: Overview of the course, explanation of course logistics, working definitions of key concepts, some hands-on exercises, and the significance of the subjects under study. No reading assigned.

PART ONE: EXPLORING KEY CONCEPTS AND ISSUES

Week 2 (January 31): Globalization, as a meta-context of public policymaking and cultural, organizational, and technological processes for social change.

Required reading:

- Friedman, Thomas L. *The World is Flat: A Brief History of the Twenty-first Century*. 2nd ed. New York: Farr, Straus and Giroux, 2006.
 - Chapter 1: While I was Sleeping, pp. 3-47.
- Shiva, Vandana. “The Polarised World Of Globalisation.” (A response to Friedman's Flat earth hypothesis). *ZNet Magazine*. Daily Commentaries (May 27, 2005).
<http://www.zmag.org/sustainers/content/2005-05/27shiva.cfm>
- Barber, Benjamin. “Jihad vs. McWorld,” *Atlantic Monthly* 269, no. 3 (1992). pp. 53-65. Also available on-line at <http://www.theatlantic.com/doc/199203/barber>
- Scholte, Jan Art. *Globalization: A Critical Introduction*. New York: Palgrave, 2000.
 - Chapter 4: What Causes Globalization?, pp. 89-108.

Because Week 2 is the first discussion session informed by assigned readings, you are encouraged to use this session and start thinking about how to read critically and think deeply. To prepare for discussions in Week 2, for example, it may be advised to read Friedman first and figure out why he claims that the world is flat. Brainstorm how his thesis on the flattening effect of globalization might influence the ways public policy is made and practiced. Then read Shiva's article, which is a response to Friedman's flat earth hypothesis. What is the basis of Shiva's argument against Friedman's hypothesis? What are the strengths and weaknesses in each of the authors' analyses? Then proceed to Barber's article. Examine his thesis critically. Ask such questions as: What does the author really mean by Jihad and McWorld?, How do Jihad and McWorld relate to each other?, Why is it important for public policy professionals to pay attention to each of these social forces?, and What concrete examples may be found in today's international society to illustrate how Jihad and McWorld manifest themselves and interact with one another? (Add more questions if they help you think deeply and expansively.) Finally read Scholte and examine his approach to conceptualizing what is driving the current

trends of globalization. Ask how the enabling factors of globalization contribute to shaping and reshaping the nature of public policymaking in the light of Scholte's argument.

These questions and reflection points are illustrative only. Using them as a point of departure, develop your own style of critical reading and analytical thinking suited to PUBP 503. Apply your style of critical reflection in the reading assignments to follow.

Week 3 (February 7): Culture (1) – Introduction to cultural analysis: What is culture? What are the essential hallmarks of culture? How does it emerge and evolve? Why is it important for public policy professionals to build cultural awareness? How does culture interact with economic development and globalization in the context of public policymaking?

Required reading:

Topic 1: Understanding Culture

- Schein, Edgar H. *Organizational Culture and Leadership*. San Francisco: Jossey-Bass, 2004.
 - Chapter 1: “The Concept of Organizational Culture: Why Bother?”, pp. 3-23. (Note: The author is primarily concerned with corporate culture that emerges and evolves in relatively small organizational contexts. Start with this one and proceed to the other three readings, which discuss culture in much broader contexts.)
- Hofstede, Geert. Read the summaries of Hofstede's research and writing on cultural dimensions presented by Prof. Charles Tidwell (Andrews University, course on Intercultural Business Relations), summaries 12-17.
<http://www.andrews.edu/%7Etidwell/bsad560/Notes2004.html>
- Hampden-Turner, Charles M., and Fons Trompenaars. *Building Cross Cultural Competence: How to Create Wealth from Conflicting Values*. New Haven: Yale University Press, 2000.
 - Introduction, pp. 1-12.
 - Chapter 11: “Sequential and Synchronous Time,” pp. 1-12, 295-319. (Note: The whole book is worth reading. The selected chapters are intended to introduce the typology of cultural dilemmas developed by the authors, briefly summarized in Introduction, and at least one example of cultural dilemmas, as illustrated in Chapter 11.)

Topic 2: Culture and Economic Development

The next three chapters focus on the relationship between culture and economic development. As you read these, keep in mind the previous readings.

- Harrison, Lawrence E., and Samuel P. Huntington. *Culture Matters: How Values Shape Human Progress*. New York: MIT Press, 2004.
 - Landes, David, “Culture makes almost all the difference.” Chapter 1, pp. 2-13.
 - Grondona, Mariano, “A cultural typology of economic development.” Chapter 4, pp. 44-55.
 - Shweder, Richard A., “Moral maps, “First World” conceits, and the new evangelists.” Chapter 12, pp. 158-176.

Recommended reading:

- Hofstede, Geert, and Gert Jan Hofstede. *Cultures and Organizations: Software of the Mind*. 2nd ed. New York: McGraw-Hill, 2005.
 - Chapter 2: “More Equal Than Others,” pp. 39-72.
 - Chapter 3: “I, We, and They,” pp.73-114. (Note: The whole book is worth reading. The selected chapters are intended to build on the first three readings by exploring the implications of cultural differences for relations in the family, school, work and the state.)

After reading the selected chapters/summaries, explore how they might relate to each other. For example, how would you describe your cultural orientation as described by Hofstede and Trompenaars and Harmpden-Turner? Think of examples of experiences you have had coming into contact with people/organizations with different cultural orientations than yours. Why and how do you think people in different cultural orientations described by Hofstede and Harmpden-Turner and Trompenaars develop such patterns of meaning-making? How does Schein’s chapter on organizational culture relate to the readings by Hofstede and Harmpden-Turner and Trompenaars? Brainstorm the implications of these differences for conducting international business and public policy making, and think of concrete examples. Landes argues culture makes all the difference in economic development, Grondona presents contrasting cultures and their implications for economic development, while Shweder argues against the assumption of ‘cultural developmentalism’ and Western-style progress. Shweder is then refuted by three ‘Third World’ panelists. Think critically of the arguments of each of these authors. How do they contradict or support each other? How do the last three readings relate to the initial readings on cultural differences? What are the implications for policy making?

Week 4 (February 14): Culture (2) – Going a step further: Deep culture in the collective

subconscious and unconscious, especially in the context of mass violence and identity crisis. Civilization as meta-culture. Nationalism, ethnicity, and other manifestations of deep-rooted group identity, history, and memory. A glimpse of psychoanalysis of political groups, as a way of understanding how and why deep culture forms and evolves. We then move to exploring certain dimensions of national cultures

Required reading:

- Volkan, Vamik. *Blind Trust: Large Groups and Their Leaders in Times of Crisis and Terror*. Charlottesville, VA: Pitchstone Publishing, 2004.
 - Chapter 1: “The Seven Threads of Large-group Identity,” pp. 23-55. (Note: The book was written by a leading psychoanalyst studying the collective unconscious of human beings in political crisis. At first glance, the author’s thesis may not appear to be directly linked to our discussion of culture. Yet think carefully. Brainstorm how his thesis relates to our discussions in Week 3.)
- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, revised edition. London and New York: Verso, 1991.
 - Chapter 1: Introduction, pp. 1-7.
 - Chapter 10: Census, Map, Museum, pp. 163-185.
- Galtung, Johan. *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. London: Sage Publications, 1996.
 - Section 1, Part IV “Cultural Violence,” pp. 196-222.
 - Section 2, Part IV “Six Cosmologies: an Impressionistic Presentation,” pp. 196-222. (Note: Galtung’s argument is ambitious in scope and provocative in tone. No need to worry about unfamiliar technical terms used by the author. No need to agree with every point he makes. Yet use his framework of thinking as a source of inspiration to think about how civilization, or meta-culture, helps shape the mindset of those involved in public policymaking.)

Week 5 (February 21): Methodology of cultural analysis: How do anthropologists study unfamiliar cultural communities and make sense of their meaning-making patterns? How relevant is their approach (ethnography) to public policy analysis? How can we apply useful aspects of ethnographic inquiry into policy analysis? (*We will also discuss how to carry out the cross-cultural interview assignment, which will be explained later.*)

Required reading:

- LeCompte, Margaret D. and Jean J. Schensul. *Designing & Conducting Ethnographic Research*. Walnut Creek, CA: AltaMira Press, 1999.

- Chapter 1: “What is Ethnography?”, pp. 1-28. (Note: Read this first as an introduction to the method and its rationale.)
- Schensul, Stephen L., Jean J. Schensul, and Margaret D. LeCompte. *Essential Ethnographic Methods: Observations, Interviews, and Questionnaires*. Walnut Creek, CA: AltaMira Press, 1999.
 - Chapter 6: “In-depth, Open-ended Interviewing,” pp. 121-164.
 - Chapter 7: Semistructured Interviewing, pp. 121-164.
- Ryen, Anne. In *Handbook of Interview Research: Context & Method*. Edited by J.F. Gubrium and J.A. Holstein. Thousand Oaks, CA: Sage Publications, 2001.
 - Cross-cultural Interviewing, pp. 335-354.

Recommended reading:

- Schensul, Jean J. *Using Ethnographic Data: Interventions, Public Programming, and Public Policy*. Walnut Creek, CA: AltaMira Press, 1999. (Note: See Chapter 3: Using Ethnography to Influence Public Policy, by G. Alfred Hess, Jr., in pp. 57-113 in particular if you are interested in how to apply lessons learned from ethnographic inquiry in public policymaking.)

These reading materials will provide you with sufficient information about how to design your workplace interview and cross-cultural interview project. Take note of useful ideas as you read them. Identify what organizations or cultural communities you would like to approach, think of how to approach them and select possible interviewees, and brainstorm what kind of questions you may want to ask to elicit the most useful information for the purpose of this assignment. More on these assignments will be explained in class.

Week 6 (February 28): Organization, broadly defined and conceptualized as a cultural construct: The overall objective of this session is to explore how culture and organization, broadly defined, shape and reshape one another in different contexts of public policymaking. More specifically, we will explore essential hallmarks of social organization (and related systems, such as social network, institution, and structure), dynamics and processes of its emergence and development, and different levels of organizational processes (micro, meso, macro, and mega) from a comparative perspective. We will then look more specifically at how culture shapes organizational structures and different dimensions of organizational cultures.

Required reading:

- Fukuyama, Francis. *The Great Disruption: Human Nature and the Reconstitution of Social Order*. New York: The Free Press, 1999.
 - Chapter 12: Technology, Networks, and Social Capital, pp. 194-230.
 - Chapter 13: The Limits of Spontaneity and the Inevitability of Hierarchy, pp. 194-230.
- Putnam, Robert D. 1993. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton, NJ: Princeton University Press, 1993.
 - Chapter 6: Social Capital and Institutional Success, pp. 163-185.
- Russett, Bruce. 1999. *Debating the Democratic Peace: An International Security Reader*, edited by M. Brown, S.M. Lynn-Jones and S.E. Miller. Cambridge, MA: The MIT Press, 1999.
 - Why Democratic Peace?, pp. 82-115.
- Hofstede, Geert, and Gert Jan Hofstede. *Cultures and Organizations: Software of the Mind*. 2nd ed. New York: McGraw-Hill, 2005.
 - Chapter 7: Pyramids, Machines, Markets, and Families: Organizing Across Nations, pp. 241-278.
 - Chapter 8: The Elephant and the Stork: Organizational Cultures, pp. 279-315.

Fukuyama offers broad theoretical frameworks for understanding the emergence and development of social order, networks, and institutions. Putnam's case study of Italian civic society sheds light on sub-national and national (that is, meso and macro, respectively) levels of institutional development. Russett's discussion on democratic peace theory looks at states and interstate relations (that is, macro and mega) as levels of analysis. After reading all three, compare the three authors' perspectives on the nature and roles of social organization. If possible, integrate them in your own way.

Hofstede and Hofstede focus more specifically on how broad culture shapes organizational and governmental cultures, structures and goals. How would you describe your work organization and local/national government according to their models and dimensions?

Synthesize all the readings for this week. What insights can you draw from them about how organization and culture interact? What implications may be derived from this exercise for policymaking? Think of concrete examples to illustrate your observations and discoveries.

Week 7 (March 7): Technology, as a socio-cultural, historical process: the overall objective of this session is to explore how culture and technology interact in globalization, and shape and

reshape each other in different contexts of public policymaking. More specifically, we will examine technological innovations as socio-cultural phenomena affecting the ways in which public policy is made and implemented.

Required reading:

- Wright, Robert. *NonZero: The Logic of Human Destiny*. New York: Pantheon Books, 2000.
 - Chapter 1: "The Ladder of Cultural Evolution," pp. 13-28
 - Chapter 2: "The Way We Were," pp. 13-28 (and 351-353 for footnotes.)
- Volti, Rudi. *Society and Technological Change*, 4th ed. New York: Worth Publishers, 2000.
 - Chapter 1, "The Nature of Technology," pp. 3-16.
 - Chapter 2, "Winners and Losers," pp. 17-32.
 - Chapter 8, "Work in Non-industrial Societies," pp 127-144.
 - Chapter 9, "Technology and Jobs" pp. 145-158.
 - Chapter 10, "Technological Change and Life on the Job," pp. 159-176.
- Friedman, Thomas L. 2005. *The World Is Flat: A Brief History of the Twenty-first Century*. New York: Farrar, Straus and Giroux.
 - Chapters 2, 3, and 4, pp. 48-222.

Wright attempts to theorize what he perceives as evolutionary directionality inherent in human nature, driven by cultural innovations in general and technological progress in particular. Evaluate his thesis critically. Volti argues that technology is a product of social, economic, political, and cultural patterns and its use is a basic feature of all human societies and in turn influences the way we live. He also argues that technological change affects different groups and individuals in different ways. How does Volti's distinction between technological advance and the notion of progress contrast with Wright's views? Keep in mind the readings by Wright and Volti when reading Friedman's work. Do you see, for example, the ten forces flattening the world as evidence of what Wright terms directionality, or perhaps even evolutionary "progress" in human history? How does Volti's view of the 'winners' and 'losers' of technological change contrast with Friedman's view of the lessening of inequalities due to changes in information technology? As always, explore implications of the authors' ideas for public policymaking. Think of concrete examples to illustrate your views on the role of technology in public policymaking and be ready to present them in class.

SPRING BREAK (March 11-18)

PART TWO: EXPLORING POSSIBLE WAYS OF POLICY APPLICATION

Week 8 (March 21): Case study on culture, organization, and technology (1) – US-China relations: the purpose of this session is to review theories and concepts we read and discussed in the first half of the course and apply them in cross-cultural policymaking.

Required reading:

- Avruch, Kevin and Zhen Wang. 2005. Culture, Apology, and International Negotiation: The Case of the Sino-U.S. “Spy Plane” Crisis. *International Negotiation* 10: 337-353.

Further reading (optional for the class, but **REQUIRED** for those writing reflection papers and making presentations.)

- Yee, Albert S. 2004. Semantic Ambiguity and Joint Deflections in the Hainan Negotiations. *China: An International Journal* 2, 1: 53-82.

The amount of reading required for this session is very modest, but the amount of thinking and reflection required is not. Review all the notes you have taken so far, the underlined parts of the texts you have read, and the annotations you might have made in the margins. Catch up with parts of the required reading you might have missed and read more on the subjects that interest you. Be ready to summarize the central thesis of each theory and explore how it may apply in a variety of public policy issues. Complete these tasks *before* you come to class.

After reading the essay by Avruch and Wang, analyze the central issues at stake in the Sino-US negotiations in 2001 from *each* of the following paradigms or categories of thinking. You may select one author’s perspective for case analysis or integrate multiple authors’ perspectives within each of the paradigms.

1. Globalization theory – for example, Barber on Jihad vs. McWorld, Scholte on supraterritoriality, Freedman on the effect of flattening, and Shiva on the effect of globalization in response to Freedman.
2. Cultural theory – for example, Hofstede on cultural dimensions, Harmpden-Turner and Trompenaars on cross-cultural competence, and Landes, Grondona and Shweder views on culture and economic development (Feel free to incorporate insights drawn from your understanding of ethnographic inquiry if you find it relevant.)
3. “Deep culture” theory – for example, Volkan on the collective unconscious, Anderson on imagined communities and symbolism, and Galtung on cultural violence and civilizations.
4. Organization theory, broadly defined – for example, Russett on democratic peace,

Fukuyama on norms, networks, and hierarchies, and Putnam on social capital, civicness, and institutional performance.

5. Theories on technology – for example, Friedman’s argument on flatteners and their policy implications, Wright on non-zero-sum evolution and historical directionality, and Volti on ‘winners’ and ‘losers.’

You may add any other perspectives we have discussed in class if you want to.

To help you clarify the focus of your policy analysis, you may hypothetically assume a specific role to play – for example, a US diplomatic representative, a senior Chinese negotiator, and a neutral third-party who has the confidence of both parties. To stimulate your analytical thinking, use the following questions: (1) In brief, how do you describe the *essential nature* of the “Spy Plane” crisis as a public policy issue, from each of the five theoretical perspectives listed above? (In other words, what is this crisis about in essence?), (2) How useful is each theory for explaining *why* the crisis emerged and evolved the way it did?, (3) How helpful is the theory in your attempt to explore possible ways of either resolving or at least coping with the crisis? (Here you do not have to be constrained by the actual policy actions taken by the US and China. Feel free to explore alternative scenarios by making informed guesses as to how the crisis *could* have been handled.), and finally, (4) What lessons and implications can you draw from this exercise about cross-cultural policymaking, by way of comparing and contrasting alternative theoretical approaches to the resolution of the Sino-US crisis? There is no need to submit your answers to these questions in writing. But be prepared to present your thoughts in class.

Some theories are more relevant to this particular issue than others. So there is no need to use all five paradigms of thinking (and perspectives within each paradigm) to answer the four questions.

A note for those of you writing reflection papers in Week 8: Read both Avruch/Wang and Yee. Your paper does *not* have to summarize the two articles comprehensively. But it must demonstrate that you have understood the key policy issues at stake. Select two authors’ perspectives (i.e., the two theorists’ perspectives listed above, to be precise) that you find most relevant to the Sino-US negotiations. Answer questions (1) to (4) succinctly, with emphasis on (2) and (3). The scope of your analysis and reflection does *not* have to be extensive, for this is meant to be a short reflection paper. Be concise and precise in articulating the main line of your argumentation. (*This instruction applies to those writing reflection papers in Weeks 9 and 10*).

Week 9 (March 28): Case study on culture, organization, and technology (2) – The international response to the Rwandan genocide in 1994: the purpose of this session, as in Week 8, is to learn how to apply theories in the practice of policymaking.

One of the major policy issues we look at in this session is “preventive diplomacy.” The concept involves identifying potentially volatile situations (such as low-intensity conflicts) that are likely to become highly destructive if allowed to escalate and developing policies designed to prevent such escalation by eliminating or mitigating the causes of the perceived problems. Our task in Week 9 is to use the theories in our toolbox and explore how preventive diplomacy worked, or failed to work, in addressing one of the most controversial foreign policy dilemmas that the United States, the United Nations, and other international actors have faced since the end of the Cold War.

Required reading:

- Suhrke, Astri and Bruce Jones. 2000. Preventive Diplomacy in Rwanda: Failure to Act or Failure of Actions. In *Opportunities Missed, Opportunities Seized: Preventive Diplomacy in the Post-Cold War World*. Lanham: Rowan & Littlefield Publishers. pp. 238-264 (and 396-401 for endnotes).

Further reading (optional for the class, but **REQUIRED** for those writing reflection papers and making presentations)

- Steering Committee of the Joint Evaluation of Emergency Assistance to Rwanda. 1996. The International Response to Conflict and Genocide: Lessons from the Rwanda Experience. Available at: <http://www.reliefweb.int/library/nordic/> (The presenters of reflection papers are required to look at “Book 5 Synthesis Report” for a quick overview of the overall argument and read the portions of the report relevant to the purpose of this session. Books 1 to 4 are not required.)

Imagine yourself in the position of a senior UN official, a senior US diplomat, or some other role you can identify with. For the sake of argument, assume that you can significantly influence international policymaking processes related to the Rwandan crisis in the early to mid-1990s. Apply a range of theoretical perspectives in your effort to articulate what you as a responsible policymaker should or should not do to cope with the crisis and explain why.

To prepare for discussions in class, follow the guidelines for Week 8 in principle. Some theories are more relevant to this issue than others. So select useful theoretical perspectives carefully when you answer the following questions: (1) How do you describe the *essential nature* of the Rwandan crisis as a foreign policy issue, from each of the five paradigms of thinking under consideration? (In other words, what is this crisis about in brief?), (2) How useful is each theory for explaining *why* the crisis emerged and evolved on the international

stage the way it did?, (3) How helpful is each category of theoretical perspectives for exploring possible policy options for preventive diplomacy? (Here you do not have to be constrained by the actual policy actions taken by the US, the UN, and other major stakeholders involved. Feel free to envision alternative scenarios by making informed guesses as to how the crisis *could* have been handled through more effective measures of preventive diplomacy.), and finally, (4) What lessons and implications can you draw from this exercise about policymaking in international crisis, by way of comparing and contrasting alternative theoretical approaches to preventive diplomacy in Rwanda?

One-page proposal for your cross-cultural interview project due at the beginning of this session (Week 9, March 28)

Week 10 (April 4): Case study on culture, organization, and technology (3) – The Danish cartoon controversy: This is the third and final case study session designed to explore how to apply theories in practice. We will take an in-depth look at the recent Danish cartoon controversy and discuss policy implications of this issue for cross-cultural relationship-building between the Muslim world and the West, including the United States.

Required reading:

- Selection of recent news articles on the cartoon controversy, to be distributed via email by the instructor. (Note: Those of you who are assigned to write reflection papers in Week 10 are encouraged to consult additional reading materials of your choice in order to gain a deeper understanding of the controversy.)

As in Weeks 8 and 9, use the four questions to frame your case analysis. You may wish to put you in the role of an influential civil society leader, broadly defined, in the US or elsewhere for the purpose of this exercise. Or you may want to assume the role of a policymaker concerned with this issue.

Week 11 (April 11): Understanding cross-cultural conflict

Topic 1: Intercultural Encounters

- Hofstede, Geert, and Gert Jan Hofstede. *Cultures and Organizations: Software of the Mind*. 2nd ed. New York: McGraw-Hill, 2005.
 - Chapter 9: Intercultural Encounters, pp. 319-362.

Topic 2: Does culture really make a difference in negotiation?

- Faure, G. O., and J. Z. Rubin (Eds.). *Culture and Negotiation*. Newbury Park: Sage

Publications, 1993.

- Zartman, I. William. 1993. A Skeptic's View. pp. 17-21.
- Cohen, Raymond. 1993. An Advocate's View. pp. 22-37.

Topic 3: Understanding cross-cultural conflict

- Avruch, Kevin. 2002. What Do I Need to Know About Culture?: A Researcher Says ... *A Handbook of International Peacebuilding*, edited by J. P. Lederach and J. M. Jenner. San Francisco: Jossey-Bass. pp. 75-87.

Topic 4: Contextualizing cross-cultural conflict in the age of globalization

- Friedman, Thomas L. 2005. Chapter 12: The Dell Theory of Conflict Prevention. *The World Is Flat: A Brief History of the Twenty-first Century*. New York: Farrar, Straus and Giroux. pp. 414-438.

Read Hofstede and Hofstede for an introduction on understanding cross-cultural conflict (Topic 1). Read Zartman and Raymond (Topic 2) and start brainstorming how you would like to approach cross-cultural conflict and negotiation. Also think of how best you can communicate and work with your colleagues, clients, stakeholders, and others unfamiliar with – or even skeptical of – the relevance of cultural factors in policymaking. Then proceed to Avruch (Topic 4), who offers some practical advice on how to prepare for cross-cultural negotiations. Finally, read Friedman (Topic 4) and think expansively and imaginatively about what impact globalization has on cross-cultural negotiations and conflict resolution and what unique challenges and opportunities it may present to public policy professionals trying to find constructive ways to navigate conflicts across cultures. Friedman's chapter does not offer clear-cut answers to these questions. It is your task to come up with thoughtful answers based on the course materials you have read so far.

Week 12 (April 18): Navigating conflicts across cultures

Topic 1: Cultivating self-awareness

- Reading will be distributed via email by the instructor.

Topic 2: Designing a process of cross-cultural negotiation and conflict resolution

- Moore, Christopher and Peter Woodrow. Mapping Cultures: Strategies for Effective Intercultural Conflict Resolution. *Second Track / Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, edited by J. Davies and E. Kaufman. Lanham: Rowman & Littlefield Publishers, 2002. pp. 149-160.

In addition to reading these two articles, reflect on other course materials we have studied so

far and be ready to incorporate them in your effort to develop your own approaches to cross-cultural negotiation and conflict resolution.

Cross-cultural interview project due at the beginning of this session (Week 12).

Week 13 (April 25): Exercise on cross-cultural negotiation

An exercise will be introduced to practice cross-cultural negotiation and policymaking, drawing on the theories and perspectives discussed in class. The instructor will provide detailed instructions prior to this session.

Take-home final examination distributed at the end of this session (Week 13).

Week 14 (May 2): Integration, reflections, and conclusion – In search of effective approaches to policymaking in the age of globalization.

The final session will offer 360-degree reflections on the course, brainstorm useful and necessary approaches to global and regional policymaking in today's society, and envision how to enhance our cultural, organizational, and technological "fluency" in an effort to become effective agents of social change.

Required reading:

- Friedman, Thomas. L. 2005. Chapter 13: Conclusion – Imagination. *The World is Flat: A Brief History of the Twenty-first Century*. New York: Farrar, Straus and Giroux. pp. 441-469.

Final examination due via email to bcarsta1@gmu.edu by Wednesday, May 9, 5:00pm

SPP POLICY ON PLAGIALISM

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 are 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 (e.g. 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 a 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. For more information, visit: http://policy.gmu.edu/academicservices/acad_honor.html

WRITING

Diana Hacker's *A Pocket Manual of Style* is the standard style manual in use in the School, and you should become familiar with it. If you would like help with learning about how to compose your arguments or write more clearly, please contact the University Writing Center, <http://writingcenter.gmu.edu>, or see me.

STUDENTS WITH SPECIAL NEEDS

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