PPS 263
Border Crossing: Leadership, Value Conflicts & Public Life

ZOOM LINK FOR CLASS:
Join Zoom Meeting
https://duke.zoom.us/j/94846965961
Meeting ID: 948 4696 5961

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Spring 2021
Tues/Th: 1:45 to 3:00 p.m. EST
Tue - Sanford 03 & Thu - Via Zoom
Course Overview

*Border Crossing* is designed to provide students with a theoretical framework, practical models and exemplars for leadership and public engagement. This is a foundational course for students to conduct community-based research and service projects in the U.S. or abroad, funded through the Service Opportunities in Leadership (SOL) program or other field research opportunities at Duke. Through classroom activities and discussions based on narrative readings, case studies, film/media clips and reflective practice, students will develop a framework for analyzing complex problems and value conflicts. They will also consider ways and means to navigate these, and to mobilize groups, organizations and institutions to facilitate social change. Through a process of reading, reflection and analysis, students will develop the knowledge and skills necessary to facilitate community based social change and a mindset for sustained lifelong leadership.

Course Objectives

Our objectives for this course include:

- To build together a community that will engage and challenge one another thoughtfully, collaboratively and respectfully.
- To develop a nuanced understanding of the complex challenges we face and to individually and collectively work to create positive social change.
- To critically examine our own values and preconceptions and grapple with the inevitable value conflicts we are likely to encounter as we engage with each other and the communities that we are a part of.
- To both redefine and reimagine leadership - informed by scholarship and through active engagement with peers and partners in the community.
- To begin to practice leadership skills that enable influence beyond our own authority to push for change - to be self-reflective in the midst of action, to find allies and partners, to manage conflict, to collaboratively create a joint vision for the future, and to involve ourselves and our communities in the work of change.

Commitment to Inclusivity: I commit to doing my best to foster an inclusive learning environment in our class where diverse perspectives are respected and valued. I welcome your suggestions and feedback on how we can work together to create a class community that acknowledges each student’s unique voice, perspective and presence.

Guiding Principles – Teaching, learning and fostering community during these unprecedented times is still pretty unchartered territory for all of us. We will work together on a set of principles we want to abide by and collectively finalize this during our first class. I will post these to Sakai for reference once we finalize them.

Academic Integrity, Academic Resources, Accessibility, Community Compact, Attendance and Technology Policy

Academic Integrity: All work for this class is governed by the Duke Community Standard. Please be sure to review the following materials and abide by standards and policies set by Duke University:

- [https://plagiarism.duke.edu/](https://plagiarism.duke.edu/)
- [http://library.duke.edu/research/plagiarism/](http://library.duke.edu/research/plagiarism/)

Academic Resources: The Academic Resource Center (ARC) offers free services to all students during their undergraduate careers at Duke. Services include, Learning Consultations, Peer Tutoring, Study Groups, ADHD/LD Coaching, Outreach Workshops, and more. Because learning is a process unique to every individual, ARC works with each student to discover and develop their own academic strategy for success at Duke. Contact them to schedule an appointment. • [https://arc.duke.edu/](https://arc.duke.edu/) • theARC@duke.edu • 919-684-5917
Additional support and guidance for writing can also be obtained through programming offered by the Thompson Writing Program - [https://twp.duke.edu/twp-writing-studio](https://twp.duke.edu/twp-writing-studio)

**Accessibility & Accommodation:** In addition to issues of accessibility experienced during a ‘normal’ semester, I recognize that remote and virtual learning may present additional challenges. If you are experiencing difficulties in participating in or engaging with the class due to technological issues (limited WIFI, access to computers), personal circumstances (lack of quiet study space, varied time zones etc.), or due to physical or mental health factors, please don’t hesitate to contact me and we can discuss possible accommodations or outreach to other programmatic support at Duke.

**Attendance:** Attendance during all class sessions is required. Late arrivals are disruptive, so please be sure to arrive on time. Each student is allowed two excused absences for the duration of the semester and I appreciate you notifying me as soon as possible. If you need to miss class, please reach out to me and we can figure out a way to make up for missed class time.

**Community Compact:** The Duke Community Compact is a recognition of our shared responsibility for our collective health and safety. Please be reminded that by signing the Duke Community Compact, you have acknowledged that you understand the conditions for being on campus. These include complying with university, state, and local requirements and acting to protect yourself and those around you. For details and updated policies, please visit [https://returnto.duke.edu/compact/](https://returnto.duke.edu/compact/)

**Technology Policy:** When we meet in person, the use of laptops, smartphones, tablets and other electronic devices during class is discouraged. Why? Because this course requires active participation and engagement with course reading material and with each other. As such, electronic devices end up being a distraction to you and your peers. If you have a need that necessitates the use of electronic devises, let me know and we can figure out accommodations. For analysis in support of limiting the use of electronic devises in the classroom, see: [http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away](http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away)  

When we meet online, please plan to attend with your video feature on. If this presents a problem, please let me know. During class, please refrain from going to other websites, checking your email, spending time on your phone or other similar activities not related to this class. Recording (and reposting of the recordings) of this class is prohibited unless you have received the instructor’s permission. If there is a reason that I need to record a given class session such as for asynchronous teaching etc., I will let you know ahead of time.

**Course Assignments and Assessment**

Your work for this course will be evaluated within the following categories: individual writing assignments (reflective essay and op-ed); the proposal for your summer project; a team-based project – researching, preparing and presenting an Infographic about a social issue of your choice; in-class participation and engagement. Guidelines will be provided for assignments and posted to the Resources folder on the class Sakai page. Should you need additional support, I will be glad to schedule a time to meet.

**Assignment Schedule**

- **Reflective Personal Essay** on your core value(s) and how it shapes who you are (10%)  
  Due by Monday **February 22**, by 11:59 p.m. - Upload to Sakai

- **SOL Grant Proposal** (25%)  
  Due by Monday **March 15**, by 11:59 p.m. – Upload to Sakai.

- **Social Cause Infographic – TEAM ASSIGNMENT** (25%)  
  Presentations in Class on **April 6 & 8** – Upload to Sakai by April 8 (no later than 11:59 p.m.)

- **Op-Ed** about your audacious idealism (15%)  
  Due by Monday **April 26**, by 11:59 p.m. – Upload to Sakai

- **Class Participation and Engagement** (25%)  
  1. Written responses to class discussion prompts and presentations (See Course Schedule) – **15%**  
  Over the course of the semester, each student is expected to submit written responses (500 – 1000 words in length) to the discussion prompts for **at least 5 of the 12 classes.** This will be part of your
class engagement grade. Please submit these at the end of the relevant class session to your Dropbox folder on Sakai. I will check Dropbox each week.

For these written assignments, I will use the following evaluation criteria.

- Did not submit – 0 points
- Submitted late or barely made an effort at responding to the prompts – 1 point
- Submitted on time and met expectations – 2.5 points
- Submitted on time and exceeded expectations – 3 points

2. In Class Engagement – 10%

Students should be well prepared for each class session, i.e., have read and reflected upon the material assigned for the session and/or come prepared to make the most of opportunities with any speakers invited to class. Class participation will be assessed based on the following criteria: (a) the student’s ability to cogently articulate their analysis and reflection about the topic; (b) the analysis reflects that the student has read the material assigned for that particular class session; (c) the student’s ability to contribute to the class conversation in a thoughtful and civil manner. While you don’t have to speak in every class, it is important to voice your thoughts and perspectives about the topics we discuss throughout the semester and contribute meaningfully to our class community. Students will receive a weekly participation grade based on their demonstration of the preceding three points. In addition, students are encouraged to post comments, questions or thoughts about the content and reading material for each class session no later than midnight (12:00 a.m.) before the day of the class on the Forum tab of the class Sakai site. I will follow each student’s participation on a weekly basis and would be happy to share this with the student at the midpoint of the semester. While this is not a requirement for every class session, it is helpful for me to hear your thoughts about course reading material.

I use the Duke/Trinity Grading Scale:

- A - Exceptional
- B - Superior
- C - Satisfactory
- D - Passing
- F - Failing

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\begin{align*}
A+ & : 98 - 100 \\
B+ & : 87-89 \\
C+ & : 77-79 \\
D & : 60 - 69 \\
A & : 95 - 97 \\
B & : 83-86 \\
C & : 73-76 \\
F & : 59 and below \\
A- & : 90 - 94 \\
B- & : 80 - 82 \\
C- & : 70-72
\end{align*}
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Policy on Late Submissions & Extensions of Due Dates for Assignments: All assignments and course deliverables are due as listed on the syllabus. Late submissions will result in a penalty of 2/3rds grade reduction per day submitted beyond the due date. I generally don’t encourage or approve extensions except for emergency situations (illness or death in the family, personal illness, hospitalization, or other similar mitigating circumstances). If there are any other circumstances that require an extension, please don’t hesitate to let me know as soon as possible so we may discuss the situation and plan the appropriate course of action.

Required Reading

All course readings are included in the syllabus and are hyperlinked to the source or will be shared via the Sakai portal and posted in the Resources section organized by class date.

NOTE: The syllabus or class schedule may be updated over the course of the semester and if so, I will notify you in class, and via an Announcement on Sakai. I will also post the updated syllabus and schedule to Sakai. Please be sure to stay current about and prepared for any changes to the syllabus or course schedule.
Course Schedule

January 21 – Introductions, Course Overview; Rules of Engagement; Our Mutual Expectations for this Course

PART I: WHAT IS LEADERSHIP ANYWAY? TOWARDS AN UNDERSTANDING OF LEADERSHIP

January 26 – What is Leadership? Leadership in a Complex World

Reading
- In a Crisis, True Leaders Stand Out. The New York Times Editorial Board, April 30, 2020
- We Need Great Leadership Now and Here’s What it Looks Like, Tom Friedman, New York Times Opinion, April 21, 2020

January 28 – You are the Leader(s) We Need – Each student should come prepared to discuss what leadership means to you in the context of the world as it is now.

Discussion/Writing Prompts:
1. What is one leadership quality or principle that you consider important (particularly for this moment in time)? Why?
2. Briefly share an example about an act of leadership (either by you or someone else) and what you learned from this.

February 2 – Profiles of Leadership: Vision and Perseverance

Reading
- Abrams, Stacy (2019) Lead from the Outside: How to Build Your Future and Make Real Change
- American Revolutionary: The Evolution of Grace Lee Boggs – Documentary Film. Available for viewing on YouTube, Google Play, Amazon Prime or Vudu
- True Justice: Bryan Stevenson’s Fight for Equality. Documentary Film

Please select one of the above for reading or viewing. Your schedule permitting, you are encouraged to read or watch more than one, of course.

Discussion/Writing Prompts:
1. Who is the leader whose story most resonates with you? Why?

NOTE: If you prefer, you can also choose a different leader not included in the readings, for class discussion and respond to the same discussion/writing prompt above. If you choose to do so, please do send me the source you used for your analysis and for responding to the discussion/writing prompt.
February 4 – Profiles of Leadership: Collective Endeavor

Reading
- Solnit, Rebecca, “When the Hero is the Problem,” Literary Hub (April 2, 2019)
- Knuth, Kate, “To Succeed, The Green New Deal Must Tap the Potential of Collective Action, Enisa (June 28, 2019)

Please read the article by Rebecca Solnit and then select one of the other articles (a total of two). Your schedule permitting, you are encouraged to read more than the two required articles, of course.

Discussion/Writing Prompts:
1. A collective action or social change movement that you are inspired by
2. In your assessment, what are successes and drawbacks of this movement to advancing social change?
3. What lessons can you learn and apply from this movement to your own leadership journey?

February 9 - Leading with Your Values: Values Based Leadership & Engagement

Reading
- Eberhardt, Jennifer L. (2019). “The Comfort of Home.” Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think and Do. – This is optional reading, and your schedules permitting, I encourage you to read it.

February 11: Leading with Values: Where Do Your Values Come From?

Discussion/Writing Prompts:
1. What is your story – an anecdote or a set of experiences that tell us who you are.
2. What is one value that defines you – A value that informs your approach to life and work.
3. How have you, or how do you aspire to be an agent for change, a leader, or a good citizen in your community? (this can be an example from the past, something that you are working on currently, or an aspiration for the future).

February 16 – Listening & Learning from the Small Moment: The Art of Reflective Practice

Reading
- Lopate, Phillip. “Writing Personal Essays: On the Necessity of Turning Yourself into a Character.”
- Kalanithi, Paul (2016). When Breath Becomes Air
- Obama, Michelle (2018). Becoming
- Power, Samantha (2019). The Education of an Idealist: A Memoir
- Vuong, Ocean (2019). On Earth We’re Briefly Gorgeous
February 18 – Sharing the Small Moment – Based on the readings from February 16, please come prepared to share in class a short personal reflection around a ‘small moment.’ This should be submitted to your Dropbox folder on Sakai by the end of class.

NOTE: I encourage ALL students to work on this assignment as it will be helpful in completing your first assignment.

Monday February 22 – Assignment 1: A reflection on a core value(s) that shape(s) who you are.
Due by 11:59 p.m. Upload to Sakai

PART II: LEADERSHIP & COMMUNITY ENGAGEMENT

February 23 – Framing Your Project: Human Centered Design for Community-Based Work

Reading
- Pinedo, David (2020). An Introduction to Liberatory

February 25 – Pitching your Project: Grant writing tips for SOL grant proposals

March 2 – Getting to Know Your Community Partner: Empathy in Project Ideation

Reading
- Brown Brené, “Empathy vs. Sympathy – TED talk
- 99% Invisible, Invisible Women - Podcast
- The World, Remade - Podcast

March 4 – A Portrait of the Community You Hope to Engage With – Knowing and understanding your community is crucial to being a good practitioner or researcher. To the extent you can, come to class with a description of the community you will be part of this summer. Using text, charts, graphics, photographs, and similar visuals try to paint a picture of your community, its residents and stakeholders.

March 9 – NO CLASS (Midsemester Break)

March 11 – Open Session for any SOL Grant Writing Support

Monday March 15 – Assignment 2: SOL Grant Proposals.
Due by 11:59 p.m. Upload to Sakai

PART III: THE ETHICS OF LEADERSHIP AND COMMUNITY ENGAGEMENT

March 16 – Fairness, Equity and Justice in Humanitarian Work and Research

Reading
- Skloot, Rebecca (2010). The Immortal Life of Henrietta Lacks - Excerpts

Discussion/Writing Prompt:
What struck you most about Rebecca Skloot’s telling of Henrietta Lacks’ story and what lessons do you draw from this for your own work?

March 18 – IRB Workshop – Processes and Guidelines for Conducting Research with Human Subjects

March 23 – Addressing the Problem or Advancing a Career? Ethical Conflicts in Humanitarian Work
Discussion/Writing Prompts:
1. What are the benefits or problems to the work that Banerjee, Duflo & Kremer piloted in the developing world?
2. In your assessment, are randomized control trials (RCT) an effective strategy to demonstrate efficacy in developmental outcomes? Why or why not?
3. On balance, is the RCT approach in development economics beneficial or harmful to people? Explain why.

You may respond to one of the questions above for your written response.

March 25 - When Doing Good Turns Ugly: The Opportunities and Challenges of Humanitarian Work

Discussion/Writing Prompts:
1. What are the power imbalances inherent in humanitarian work? When is this good and when can it turn problematic? Please explain.
2. What was/were your key takeaway(s) from Teju Cole’s piece in the Atlantic. Explain why.

You may respond to one of the questions above for your written response.


Discussion/Writing Prompts:
1. What about Larissa McFarquhar’s account of Baba’s story did you find thought provoking, troublesome, repulsive or inspiring? Explain why.
2. Is it possible for ‘do gooders’ to hold themselves to an unforgiving moral standard without becoming unforgiving themselves? Please elaborate.

You may respond to one of the questions for your written response.
April 1 – Whose Story? The Ethics of ‘Giving Voice’ (Continued)

Reading
- Vance, J.D (2016). “Introduction, Chapter 1, and Conclusion.” Hillbilly Elegy

Discussion/Writing Prompts:
1. What are your key takeaways from Vance’s of telling his story and the troubles that ail the Appalachian community he hails from?
2. In your assessment, is the criticism leveled against Vance’s memoir fair? Why or Why Not?
Please respond to both questions.

Monday April 5 - Assignment 3: Social Cause Infographics

April 6 – Social Cause Infographics – Student Presentations (schedule of presentations will be announced via Sakai closer to the date)

April 8 – Social Cause Infographics – Student Presentations

PART IV: REDEFINING LEADERSHIP - WRAP UP & REFLECTION

April 13 – When Idealism Encounters Realism: Can the World be Changed?

Reading

Discussion/Writing Prompts:
1. What was one key takeaway for you from Samantha Power’s story and is there any applicability for your own career aspirations?
2. What are the promises or pitfalls you anticipate in the work you hope to do this summer and how might you navigate them?
Please respond to both questions.

April 15 – The Audacity of Idealism: How the World is Changed – Guest Speaker

April 20 – Crafting a Life of Purpose

Reading

April 22 - Wrap Up & Review

Monday April 26 – Assignment 4: Your Outrageous Idealism Op-Ed Due by 11:59 p.m. Upload to Sakai