DPLS 774 Leadership & Power

Spring 2012    3 Credits
Instructor: Lisa A. Mazzei, Ph.D.
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Class Dates: Jan 12, 26, Feb 9, 23, Mar 8, 22, 29
Note: For those students who travel from out of town, class will not meet in Spokane on April 12 due to my participation in the American Education Research Association (AERA) Annual Meeting. Arrangements for this session will be discussed at our first meeting.

In preparation for our first class meeting, read the Rajchman text in its entirety. Additionally, the instructor will create a blackboard thread that students will respond to prior to our first meeting.

Course Description
This course will engage participants to think with Foucault's writings on Power/Knowledge in the context of leadership and power. Certainly, the hierarchical power structures in organizations are visible and practiced in ways that may seem repressive and unshakable. Yet Foucault's theory of power relations offers a different way to analyze power struggles and oppression. The course centers on Foucault's theory of power because, as he clarifies, "I've never claimed that power was going to explain everything ... for me, power is what needs to be explained." (Foucault, 2000, p. 284). A Foucauldian power analysis will be approached as a way to help us explain the multiple (rather than one-way) functions of power.

Specific objectives include:
- To develop a working knowledge of Foucault's theory of power
- To develop an understanding of how knowledge is an effect of power.
- To develop an understanding of how power and knowledge constantly articulate one another in the practices of people.
- To examine the implications for thinking power differently, given Foucault's theory, in the context of leadership and organizational structures.

Required Texts


**ISBN-13:** 978-1565847095


**ISBN-13:** 978-0394739540

Additional Readings as posted on Blackboard

**Recommended Texts**


(Note: I mention this because I find it to be helpful. I am not using it as a required text because of the cost).

**Assignments and Grading**

- **Class Participation (10%)**
  Attend and participate actively in class discussions. Students must inform the instructor in advance if they are unable to attend a class session. In accordance with departmental policy, students must repeat the course if they miss more than 2 class sessions.

- **Blackboard Postings (20%)**
  Respond to queries on blackboard based on readings from class. Four discussion threads will be created. Students are also encouraged to respond to each other's posts.

- **Mid-Term Assignment (30%)**
  Response paper: Details to be provided in class.

- **Final Paper (40%)**
  Choose a case study, or empirical data. Craft a 15-20 page scholarly paper using the example of your choice to illustrate how power relations are functioning given a Foucauldian power analysis. More detail to be provided at our first class meeting.

Late work will not be accepted unless prior arrangements are made with the instructor.

**Point/Grade correspondence for Grades:**

95-100% = A
90-94.99% = A-
85-90% = B
80-84.99% = B-

**Grading Criteria for Written Work (Adapted from the DPLS Academic Papers Rubric)**

**Content Criteria:**

The content of papers should reflect the level and style of content in readings and discussions. There is an expectation that doctoral students will reach outside of their comfort zone in terms of appropriation of ideas, concepts, and frameworks. The substance of papers and other writings
will be weighed against the general level of discourse in class meetings and the style and density of expression of the readings.

**Thought and Expression Criteria**
Student writing should raise vital questions or issues, formulating them clearly and precisely. I will be looking for evidence of breadth and depth and the insightful, in-depth analysis of complex ideas. Main points should be developed and supported with relevant information and references that are appropriately incorporated.

The organization and logic of your writing is critical. The expectation is for well focused, well organized, and well reasoned conclusions. The writing should flow with the reader not getting lost or having to work to determine what you are saying.

There is also an expectation that your writing/thinking has an open and inclusive character when exploring alternative systems of thought, recognizing and assessing, as appropriate, their assumptions, implications, and/or practical consequences.

**Technical Criteria**
Your writing should be clear and demonstrate a high level of vocabulary through careful word choice. Sentences should be constructed skillfully and purposefully. Transitions between paragraphs and sections are important and will be evaluated for their efficacy in weaving your concepts, themes, and purposes together. Summaries and conclusions are also vital elements of good writing and will be evaluated based on their appropriateness and effectiveness.

Grammar, punctuation, and spelling are expected to be flawless. Careful proof reading of your paper is a basic expectation.

Papers, unless otherwise noted are to be completed in APA style. References should be cited properly within the text and a complete reference list must be provided. Appropriate use of headings will also be noted. Refer to the template for academic course papers for further guidance.

**Course Schedule**
In preparation for our first class meeting, read the Rajchman text in its entirety.

A revised syllabus including the readings for the entire semester will be presented at our first class meeting.