DPLS 757 Leadership & the Nature of Politics

Summer 2009 3 Credits
Professor: Amy Gould, Ph.D.
Office Hours: Please contact me for an appointment
E-mail: gould@gonzaga.edu
Meeting Times: 6:00pm-10:00pm
Meeting Dates: June 25; July 2, 9, 16, 23 & 24, 30
Location: TLF 117
Course Website: TBA

DPLS Mission Statement
The Doctoral Program in Leadership at Gonzaga University is premised on the belief that leadership is based on a deep understanding of the self and of the core values that drive one's actions. Thus effective leadership requires the development of a compelling personal vision that engages others by offering meaning, dignity, and purpose. The ultimate aim of leadership is the building of more humane relationships, organizations, and societies. Effective leaders need to develop the critical imagination required to embrace individual, organizational, and global change from a stance of hope and courage.

Course Description
Like organs in the human body, leaders do not function in isolation. Leaders need sustenance, security, movement, change, aspiration, love, awareness of their internal and external environments, and... politics. We need politics? Perhaps not. Maybe we need politics just as much as the human body needs a gall bladder. This organ is not vital for us to function, but like politics the gall bladder does help us filter toxins. The existence of politics is a reality, therefore, we need leaders who can access the underpinnings of politics and the consequences of political ideologies. Harold Lasswell stated, "politics is about who gets what, when, where, and how." If this is the case, then leaders need to be actively engaged in every aspect of politics. However, such engagement in politics can test our character regularly. To this end, Bill George stated, "successful leadership takes conscious development and requires being true to your life story." As members of a learning community and society, we will endeavor to excavate the nature of politics and the relational space of leadership.

Learning Objectives
1. Understand the nature of politics and apply leadership through a S.W.O.T. analysis, white paper, and testimony.
2. Understand the philosophical foundations of Western political thought, the history of the U.S. Constitution and Tribal Nations, and "otherness."
3. Define multiple political ideologies, assess the nexus of leadership and politics, and recognize political power dynamics.
4. Develop the skills of active listening, analytical thinking, scholarly dialog, effective communication, and professional writing.
Required Texts


Articles from Texts (To Be Posted on Course Website):


Resources Recommended:


Summer 2009 Schedule (faculty reserve the right to alter the schedule)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Deliverable</th>
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<tbody>
<tr>
<td>June 25</td>
<td>Introductions, Course Overview, Constitutions</td>
<td>Reading: Vile (All) &amp; Lyons (All)  Assignment: Constit. Assessment</td>
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<tr>
<td>July 2</td>
<td>Defining Political Ideologies</td>
<td>Reading: Ball &amp; Dagger (All)  Assignment: Letter to the Editor</td>
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<td>July 9</td>
<td>Foundations of Political Thought</td>
<td>Reading: Tannenbaum &amp; Schultz  Assignment: Praxis &amp; Current Event</td>
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<td>July 16</td>
<td>Foundations of Political Thought</td>
<td>Reading: Tannenbaum &amp; Schultz  Assignment: Praxis &amp; Current Event</td>
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<td>July 23</td>
<td>Foundations of Political Thought</td>
<td>Reading: Tannenbaum &amp; Schultz  Assignment: S.W.O.T. Analysis</td>
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<td>July 24</td>
<td>Difference &amp; Otherness</td>
<td>Reading: Benhabib article  Assignment: White Paper</td>
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<td>July 30</td>
<td>Political Power, Closing</td>
<td>Reading: Soss article  Assignment: Testimony</td>
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Assignment #1: Constitutional Assessment

20 points
Due: June 25th by 6:00pm posted to course website. Pages:10 to 15. Find a constitution from a U.S. federally recognized Tribe or Tribal Nation. Assess the content, government structure, and
inherent assumptions of the constitution. Finally, compare and contrast this constitution with the U.S. constitution. What are the similarities and differences in content, government structure, and basic assumptions?

**Assignment #2: Letter to the Editor**
20 points
Due: July 2nd by 6:00pm posted to course website. Words: 250. Government is the form of politics while governance is the function of politics. For example, Democratic government may take the form of a bicameral legislature, a judiciary, and an executive office. Democratic governance may function through interconnected confluences of non-profit organizations, community volunteers, multi-agency networks, business stewardship, and public servants. Select one or two of the political ideologies discussed in the Ball & Dagger reading. Write a letter to the editor of the Spokesman Review defending why a political ideology is best for local government and why a political ideology is best for local governance. You may select the same or different political ideology(ies) for each category: government and governance. Communism might be a great government structure, but socialism might be a great governance function. The objective is to make your point clear and succinct. You only have 250 words!

**Assignment #3: Praxis & Current Event**
Two separate essays, 10 points each.
Due: July 9th & July 16th by 6:00pm each day submitted to the course website. Pages per assignment: 3 to 5. Praxis is to be understood as the imbrication of theory and practice. We cannot discuss one without the other. For each essay, use the perspective of a political theorist discussed in the Tannenbaum and Schultz reading. For each essay, write about a current event from the perspective of this thinker. For example, what would Machiavelli think about tribal hunting rights of Orca whales? What might Hobbes think about eminent domain for freeway construction? What would Wollstonecraft think about Washington State's budget crisis? Please cite the readings specifically and support the reasoning you offer from the perspective of the political theorist selected. Additionally, please cite your sources regarding the information about the current event you select. You may select any theorist from the Tannenbaum and Schultz reading, any current event from the months of June or July 2009, and any level of government within the U.S. or its territories. As you make your selections, please read ahead to the description of Assignment #4. The selections you make for your current events will impact the future pieces of this final assignment.

**Assignment #4: Political Analysis**
40 points total
**Part 1: S.W.O.T Analysis**--- Due July 23rd by 6:00pm submitted to the course website. Select one of the current events you wrote about in assignment 3. Next, identify a problem within the current event. Then, propose a solution to the problem from the current event. To assess your solution, use the City of Olympia "Sustainable Action Map" S.W.O.T. worksheet available in PDF at http://www.olympiawa.gov/community/sustainability/SAM/. Open the PDF and save it to your computer as a word document. This will let you type in the cells and save your work. Type in your entries for each column of the worksheet and be sure to not leave any category blank. Based upon your entries, do you believe the strengths and opportunities of your solution outweigh the weaknesses and threats?
Part 2: White Paper--- Due July 24th by 6:00pm submitted to the course website. Pages: 10 to 15. First, define the problem you identified for the S.W.O.T. analysis. Next, explain the solution you proposed, addresses the pros and cons of the solution, and identify the stakeholders in the problem and in the solution (they may be different). Finally, persuade both those affected by the problem, the solution, and those making decisions about the solution to adopt your proposal. The white paper should include an executive summary, table of contents, impact statement, and action plan. An example will be provided and this portion of the assignment will be discussed further in class.

Part 3: Testimony--- Presented July 30th. Following example testimonies delivered at the Washington state legislature, you will give a 5 minute testimony to the class on the problem and your solution. Example testimonies will be discussed in class and are available for viewing via TVW: http://www.tvw.org/index.cfm?bhcp=1

Grading Outline:
95-100 points earned = A
90-94 points earned = A-
85-90 points earned = B
80-84 points earned = B-

Credit: Students will receive 3 DPLS credits at the completion of the class if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes will not be offered. Credit denial decisions will be made by the faculty. Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements before the due date), or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will be evaluated based upon their progress towards the learning goals assessed from preparedness, participation, and assignment performance. The DPLS academic papers rubric will be used in the assessment of all written assignments.

Participation & Attendance: Students are required to attend each class meeting. Participation includes speaking in class, listening to others, taking notes, completing class interactive exercises, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty must be notified prior to a class absence. After one absence, makeup work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the end of the quarter in question to ensure receipt of course credit.

Format: Papers should be typed, double spaced, 12 point font, and follow APA format. All written work will be of high quality, grammatically correct, clear, and without spelling errors. Please feel free to request writing assistance from faculty.

Late assignments: Turning in assignments late is unacceptable. However, if there is a need to turn in an assignment late, the student must contact faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-
situation basis. Late assignments must be completed by the end of the quarter the assignment was originally due to ensure receipt of course credit.

**Accommodations:** If you need an accommodation based on the impact of a disability, please contact Kathyne Shearer, Director, Disability Resources, Education, and Access Management as soon as possible. Her office is in Foley Library, 2nd Floor (phone: 313-4134). Mrs. Shearer will help verify the need for accommodations and develop accommodation strategies. If you have not contacted them previously, please do so.

**Learning Styles:** We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc.

**Multiculturalism & Diversity:** Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, discussions and assignments. In a learning community, students and faculty share the responsibility for the teaching and learning environment. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding leadership and politics. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and life-style differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

**Expectations of students and faculty** to promote a cooperative, supportive atmosphere within the community: Give everyone the opportunity for self-reflection and respectful expression; Use high standards in reading the text and preparing our papers, lectures, and comments in class; Handle all disputes in a spirit of goodwill. Please see faculty covenant.

**Guest Policy:** Guests are welcome to visit our learning community during class time with discretionary approval from faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all guidelines as aforementioned in this syllabus.