Course Description
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 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

Article (To Be Posted on Course Website)
### Summer 2010 Schedule (faculty reserve the right to alter the schedule)

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Deliverables</th>
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<tr>
<td>June 7</td>
<td>Introductions, Course Overview,</td>
<td>Reading: Vile (book) &amp; Lyons (article)</td>
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<tr>
<td>Monday</td>
<td>Constitutions</td>
<td>Assignment: Constitutional Assessment</td>
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<tr>
<td>June 8</td>
<td>Defining Political Ideologies</td>
<td>Reading: Ball &amp; Dagger (first half of book)</td>
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<td>Tuesday</td>
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<td>Assignment: Letter to the Editor</td>
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<td>June 9</td>
<td>Defining Political Ideologies</td>
<td>Reading: Ball &amp; Dagger (second half of book)</td>
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<td>Wednesday</td>
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<td>Assignment: Letter to the Editor</td>
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<td>June 10</td>
<td>Foundations of Political Thought</td>
<td>Reading: Tannenbaum &amp; Schultz, ch.1 &amp; Part I</td>
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<tr>
<td>Thursday</td>
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<td>Assignment: Praxis &amp; Current Event</td>
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<td>June 14</td>
<td>Foundations of Political Thought</td>
<td>Reading: Tannenbaum &amp; Schultz, Part II</td>
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<td>Monday</td>
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<td>Assignment: Praxis &amp; Current Event</td>
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<td>June 15</td>
<td>Foundations of Political Thought</td>
<td>Reading: Tannenbaum &amp; Schultz, Part III</td>
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<td>Tuesday</td>
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<td>Assignment: S.W.O.T. Analysis</td>
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<td>June 16</td>
<td>Political Power &amp; Course Synthesis</td>
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<td>Wednesday</td>
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<td>Assignment: White Paper &amp; Testimony</td>
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<td>June 17</td>
<td>Praxis</td>
<td>Assignment: White Paper &amp; Testimony</td>
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**Assignment #1: Constitutional Assessment**  
20 points  
Due: June 7th by 6:00pm posted to course website. Pages: 5. 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 elements of 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: June 9th 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 a political ideology 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 governance. The objective is to make your point clear and succinct. You only have 250 words!
Assignment # 3: Political Analysis (4 Parts)

Part 1: Praxis & Current Event  
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Due: June 14th by 6:00pm submitted to the course website.  
Pages: 3. Praxis is to be understood as the imbrication of theory and practice. We cannot discuss one without the other. For your essay, use the perspective of a political theorist discussed in the Tannenbaum and Schultz reading. 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 May or June 2010, and any level of government.  
10 points.

Part 2: S.W.O.T Analysis  
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Due June 15th by 6:00pm submitted to the course website. Pages: One page worksheet. 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?  
20 points.

Part 3: White Paper  
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Due June 17th by 6:00pm submitted to the course website.  
Pages: 5. First, define the problem you identified for the S.W.O.T. analysis. Next, make a recommendation that resolves the problem, address the pros and cons of the resolution, and identify the stakeholders. Finally, persuade decision makers to adopt your recommendation. The white paper should include an executive summary, table of contents, and action plan for the solution. An example will be provided and discussed further in class.  
10 points.

Part 4: Testimony  
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Due June 17th. Following example testimonies delivered at the Washington state legislature, you will give a 5 minute testimony to the class on the problem and recommendation you offered in your white paper. Example testimonies will be discussed in class and are available for viewing via TVW: http://www.tvw.org/index.cfm?bhcp=1  
No visual aids are necessary in your testimony.
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, make-up 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 Kathryne 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 refer to the DPLS faculty covenant at [http://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Professional-Studies/Ph.D.-Leadership-Studies/Faculty-Covenant.asp](http://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Professional-Studies/Ph.D.-Leadership-Studies/Faculty-Covenant.asp)

**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.