DPLS 759 Leadership & Economics

Summer 2011 3 Credits
Professor: David Whitfield, Ed.D.
Class Logistics:
Office: By Appointment
Home Phone: 360.866.9794
Room: Tilford 117: Monday through Thursdays 6 p.m. - 10 p.m.
Class dates: June 6, 7, 8, 9 & June 13, 14, 15, 16

Course Description
Economics is the study of how societies produce and distribute the material world—one definition. The application of economic principles to the solution of current challenges with emphasis on capitalism and economies in the Americas, plus economies in a global context will be the focus. It looks at current economic and geopolitical issues. Emphasis will be on the consequences of human (behavior) actions, specifically, the actions of leaders at both macro and micro levels. Included will be potential consequences of choices, costs of choices, and their implications on U.S. and other economies. This course also examines the long-term effects of acts (behaviors) or policies: economic, monetary, trade, fiscal, foreign, and strategic. Finally, it will examine the criticality of economic fallacies as they relate to the economic survivability of the American economy, and how those fallacies affect other economies.

Required Texts

Other Texts for Critique:
Course Objectives
1. Introduce the concept that comprises basic economic literacy;
2. Explore, critique, and document current problems or issues as they relate to the survivability of the US as an economic power;
3. Discuss the meaning and consequences of shock doctrine and disaster capitalism;
4. Present major economic ideological perspectives to illuminate policy debates: oil, genetically engineered food, greed, plus;
5. Explore the concepts causes, and consequences of "poverty" in the United States and other geographical areas;
6. Discuss the different types of policy: fiscal, trade, economic, etc.;
7. Explore the relationship between war and economics; and,
8. Explore the effects of human action, specifically leader behavior, consequences of greed; and,
9. Discuss the ecology of commerce, its implications on sustainability, survivability, ecological economics, economic systems, etc.
10. Help strengthen your analytical skills and communications skills through course readings, written assignments, class discussions, and presentations.

Course Requirements
a. Read the texts and other relevant material to improve your economic literacy.
b. Select at least one of the current economic problems, e.g., "Worms in America's Apple," and produce a scholarly paper, with history, statistics, implications, and suggested solutions; complement your sources with the texts and journal articles. See paper requirements below.
c. Choose an economic topic/issue, link up with at least two other class members and make a presentation to the class. See note below on Group Presentations.
d. Finally, participate in class discussions to contribute to understanding of reading material and current economic events in the US and the world at large.

Evaluation: Final Grade will be based on:
• Written assignments
• Group presentations
• Class Participation

Please Read This Before You Start Writing.

Select at least one of the "Worms"/issues below:
1. Scholarly paper #1: From either texts for critique or sources of your choice, choose one of the "worms" as part of your thesis and write a scholarly paper indicating the history, statistics, leadership implications, suggested solution(s) for economics in general and society or a group in particular of the "Worm" you choose. Using APA, your paper will be at least 12 but not more than 15 double-spaced, pages, not including references. Scholarly papers have an introduction, a body, conclusions, recommendation/solutions, and references. 30%
   • Apathy/Complacency
   • Mediocre School Systems
- Continuous Discrimination
- Functional Illiteracy/Innumeracy
- Deficit-How many trillion?
- Hegemony
- Terrorists
- Corporate/Other Graft
- Poverty
- Corporate Greed
- Fiscal Policy
- World War II Thinking
- Drugs
- Immigration
- Or you may choose a "Worm" that's not listed

2. **Scholarly Paper #2: Critique.** Choose a book from "Other Texts for Critique" above and critiques it, or a relevant book of your choosing. Produce a scholarly critique (paper) to include: thesis, comparing and contrasting at least two economic policies, theories, concepts or arguments (e.g., foreign, domestic, fiscal), economic, educational, social, political, etc., with leadership implications. Your paper will not exceed 15 double-spaced pages, not including references. **30%**

3. **Group Presentations,** not to exceed 30 minutes: This is a scholarly presentation consisting of handouts, PowerPoint, or whatever tools you deem necessary. The presentation will either be for a decision, persuasion (to change behavior), informational (specify) for public action, with at least one "Take-Away." **25%**

**NOTE:** As part of **Class Participation:** (a) please prepare two (2) 3-page, double spaced papers on an economic topic/issue: include why you chose the article, implications for leaders, groups or society. Be prepared to share with the class for discussion; and post on Blackboard. One of the two papers must be based on an article from *The Economist.*

(b) Post 4 class summaries on the Blackboard (the first class summary is mandatory). From the second class hence, choose three (subsequent) classes, summarize their content (high points, how they affects you, your response) and post on Blackboard. (c) You are expected to respond to at least four postings of other class members on the Blackboard. **Expect 2- to 3-minute impromptu writing exercises, in class. 15%**

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<tr>
<th>Summer 2011</th>
<th>Readings</th>
<th>Topics</th>
<th>Deliverables</th>
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<tbody>
<tr>
<td>June 6</td>
<td></td>
<td>Introduction/Overview Pre-assessment</td>
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<td>&quot;Too Many Worms in America's Apple&quot;</td>
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<td>Contributors to economic theory</td>
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<td>June 7</td>
<td>Hawken: <em>The Ecology of Commerce</em></td>
<td>Policies: Fiscal, Trade, Economic, Trade</td>
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<td>Reich: <em>Supercapitalism</em></td>
<td>Concomitant Implications of the Ruling Class</td>
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<td>Kivel: <em>You call this a</em></td>
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<td>Date</td>
<td>Author/Title</td>
<td>Topic</td>
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<td>June 8</td>
<td>Klein, <em>The Shock Doctrine</em></td>
<td>Debt, Deficit, What is Shock Doctrine? And So What?</td>
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<td>June 14</td>
<td>Kivel: <em>You call this a Democracy?</em></td>
<td>Ruling Class vs. Economic Well Being</td>
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<td>June 15</td>
<td>Study texts and outside materials</td>
<td>Human Capital: Illiteracy, Innumeracy Immigration</td>
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<td>Start Group Presentations</td>
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<td>June 16</td>
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<td>Summary, Wrap-up, Q&amp;A Evaluations</td>
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<td>Second Scholarly Paper will be due after class ends-we'll decide together</td>
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**Videos:** As time permits.

**Reading List**


