# Syllabus

**DPLS 777 Environmental Leadership**  
Summer 2017 (3 credits)

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DPLS 777 Environmental Leadership  
Summer 2017 (3 credits)  

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Instructor: Kem Gambrell, Ph.D.</th>
<th>Day of the Week/Time: Mondays</th>
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<tbody>
<tr>
<td>Email: <a href="mailto:gambrell@gonzaga.edu">gambrell@gonzaga.edu</a></td>
<td>Dates: 6/12; 6/19; 6/23 (Friday); 6/ 26; 7; 3; 7/10; 7/17</td>
</tr>
<tr>
<td>Phone: 509-313-3488</td>
<td>Location: TBD</td>
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<tr>
<td>Office: Tilford 226</td>
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<td>Office Hours: Please call or email for an appointment</td>
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Course Overview:

In this course, we will study major leaders who have shaped our thinking about the environment. We will emphasize natural resources as well as agricultural and cultural issues, and relationships with the environment. The course is intended for graduate students interested in gaining knowledge about the cultural, historical, philosophical and ethical traditions of environmentalism and how leaders have impacted those. We will also consider a number of issues that have shaped our attitudes and basic assumptions about nature and the environment today. We will examine leadership models to help us analyze how leaders in the environmental/conservation movement(s) have helped shape our current views. Students will contribute significantly to the content of this course by providing input on contemporary issues that affect their lives and/or careers/interests.

In addition to this examination of key issues, we will consider the importance and influence of key figures in Environmentalism, from historical perspectives such as Aldo Leopold and Rachel Carson to more contemporary and/or cross-cultural perspectives such as William Cronon, Barbara Kingsolver and Linda Hogan. We may examine issues through a variety of readings and films including articles, essays, and books as well as documentary films or speakers who may help inform our understanding.

Some key issues may include: human moral relationships with nonhumans and with ecosystems; the moral standing of individuals and ecosystems; environmental racism and justice; definitions and perspectives on wilderness; religion and ecology; eco-feminism; environmental sustainability; and Indigenous perspectives and relationships with the earth etc. Students will benefit by obtaining not only a closer look at many important historical and contemporary issues related to the environment but also clarifying their own attitudes and goals around environmental issues to help inform their personal/professional choices.

Course Objectives:

Students who complete this class will:
• Be able to articulate a leadership model that examines various influences and philosophies of environmental leaders
• Acquire a general knowledge of historical and contemporary influences and major figures in Environmentalism
• Gain reasonable expertise about a significant leader and/or issue who has had a major affect on how we view the environment
• Be able to articulate personal views on environmentalism and ecology issues that demonstrate a more clearly conceptualized framework and theoretical basis

❖ Required Texts/Reading Materials:

Washington, DC American Psychological Association. (Required of program)

**Other course material will be posted on BB.**

School and Department Theme Statement:

The Doctoral Program in Leadership Studies and the School of Professional Studies at Gonzaga University seek to build "people for others," people able to define their own sense of identity, live within a moral framework, and articulate and advance social justice.

DPLS Learning Goals:

As part of the DPLS learning community, students will:
1. Understand principles of contemplation and discernment in order to facilitate personal development and to become more authentic leaders.
2. Understand the role of ethics in leadership, and develop ethical reasoning and reflection skills that will enhance positive, healthy relationships and that will move self and others toward the goodness of life.
3. Inspire, create, and lead based on respect for and accountability to others, their organizations, and humanity as a whole.
4. Understand organizations as social constructions that are living, dynamic systems. This leads to purposeful thought, words, and action regarding the change process at the individual, organizational, and global level.
5. Through the practice of positive organizational leadership, develop the ability to seek goodness, engender and amplify it, in personal, organizational, and global systems.
6. Understand and prize diversity and promote global approaches to issues, with special attention to the implications of diversity for individuals, organizations, and societies.
7. Become increasingly committed to social justice, and through their participation in community activities, refining the skills relevant to bringing about more humane social institutions.
8. Develop research competencies that are founded on practices of rigorous scholarship and that inform a practice of seeking truth in social science.
Gonzaga Mission Statement

Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good. In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person -- intellectually, spiritually, physically, and emotionally.

Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.

Teaching Methods & Course Requirements:

This course will primarily be taught through the use of seminar and class discussion, with use of case study and article review. The course will emphasize rigor in both reading and writing assignments. Thus, students are expected to prepare for class discussions (i.e. read) prior to coming to class. Classroom discussions and activities will center on discussion of the concepts, assigned articles/chapters, and application of the material.

Too actually “teach” leadership, use of a number of activities are needed to stretch and encourage critical thought and reflection. Sometimes, these activities can be uncomfortable. While it is not my goal to deliberately embarrass anyone or make the classroom overly uncomfortable, there may be times that during the activity the goal and rational for it are unclear or seemingly unnecessary. Please trust that the methodology is specifically intended to make a point, and other means to truly “teach” have not been found to be as successful.

My Course Philosophy:

My goal and philosophy of the course is to help students begin/continue to analyze leadership from an environmental ethics, justice as well as Indigenous perspective, including how decision making impacts policy and practices from these multi-perspective mindsets. Thus, consideration of not just how one thinks themselves, but also how to weave in a more comprehensive mindset understanding how policy and processes impact the greater whole. Accordingly, we will work to stretch our own understanding of self, others and the systems in which we all operate, and how these understandings effects the environment and world in which we live. A number of course activities will be used to assist in this endeavor.
My Role:
My role in this course is NOT to lecture or provide lengthy videos or presentations, but rather to facilitate a process that allows us all to bring our own interests and expertise to the class. My goal is to provide materials, experiences, and knowledge that will encourage the class to interact with each other and engage in “in-depth” discussions of the readings and other course materials. As someone conscious that there are many learning styles, it is my goal and personal expectation to present material in a variety of ways to better help facilitate learning and comprehension. I encourage respectful exchanges and even differing opinions and hope to see us all learn from each other – including those who support our opinions/viewpoints as well as those who present opinions/viewpoints that differ from our own. My role will be to provide facilitation, guidance, encouragement and clarification (as needed).

How to “manage” Kem:
(Here are a couple of things to consider as you and I work together in and outside of the classroom)

1) I consider a graduate program to be a journey. Thus, I expect that you (and I) will learn and grow along the way.
2) Be patient with yourself, with me, and with your colleagues.
3) Communicate. I can’t help or advocate for you if I don’t know what is going on. I am happy to schedule a meeting with you to talk about your needs, and how you can be successful in the program. I have even been known to meet off campus for a cup of tea.
4) I am open to explaining things several different times and ways- if you are confused ask for clarification- it’s okay! And…I enjoy trying to explain the multiple options, so ask.
5) My desire and intent is to help you navigate class and the program successfully. Have some faith in the process, me and you.
6) The goal is to learn this stuff well, not get an “A”. Success is completing the journey (aka the diploma), not the grade. Please remember that the grade does not dictate how much or how well you have learned, or what you will do with the information in the future. So be here to absorb all you can.
7) I like to have fun and enjoy it- life is too short! I hope you want to have some fun as well. So let’s not take any of this too seriously.
8) Be open to the joy and the messiness of engagement, struggle, contemplation and stretching yourself, and helping your colleagues stretch. This is what growth and learning are all about. “Go where you have never gone before...”

How to “manage” graduate school:

1) Read with a dictionary. You will be learning a lot of new terminology and rhetoric.
2) Proof read your work, and have others read it as well. Nothing we do is in a vacuum, thus developing a habit of having others review and critique your work, both for grammar, spelling, APA and content is vital. This means having it done before the day it is due, and
taking any and all feedback (this doesn’t mean you have to follow it, but at least consider it).

3) Study with others. Have conversations. Learn from each other’s process, perceptions, and perspectives. This is the best and most helpful piece of being in a face-to-face setting.

4) Graduate school, and specifically doctoral work is challenging. Thus, taking a copious number of credits per semester does not work well here. The goal of doctoral work is to become such an adept topic expert, that you can create new knowledge from the subject matter. Thus, “getting through” is not the goal. Learning deeply and profoundly is.

5) Be curious, learn, explore, challenge yourself, and celebrate the journey/process.

6) Doing graduate work takes a lot of time and dedication by you, and those around you. Thus, diving in deeply while maintaining balance, sanity, and relationship is imperative (hence the 1-2 classes suggestion.

7) Perception check, about everything. Having peer mentors, an advisor, and colleagues is fantastic: thus, take polls, do interviews, and ask questions- survey the landscape and get on the balcony (Heifetz).

Class Agreements:

The intent of the agreements is to help generate an understanding and practice within the classroom that facilitates individual and collective learning. Thus, each individual will be asked to adhere to these agreements for the duration of the course.

- My role is to craft a safe place where transformational dialogue can occur. For this to happen, I will work to create a space for everyone to be able to share. Thus, at times, I will ask that some folks wait, so that others can participate.

- My role is to teach and facilitate the class; your role is to be open to learning from both me, and from your colleagues.

- Work to forward the class discussion and understanding.

- Where people are at in terms of their understanding is fine. We are all working to discover and better understand course concepts. Thus, allow yourself and others to be at different levels of understanding.

- Be open, willing and have conversations with me outside of class. A short conversation often clears up any misunderstandings or confusion. Conversation is also a central part of leadership and relationship. So be proactive here.

- Be present. Avoid distractions for yourself, and help others do the same. Often this includes using technology…try not to.

- Limit side conversations.

Statement on Intercultural and Diversity Awareness:
This course will be conducted such that all perspectives, beliefs, world views, etc. will be welcomed, respected, and encouraged. As a doctoral level class, engaging with and learning from a multitude of perspectives is a necessity. It is also my firm belief that openness to others is a fundamental value and both an ethical and moral imperative. Please consult the Gonzaga Website at: [http://www.gonzaga.edu/About/fed-state-regulatory-compliance.asp](http://www.gonzaga.edu/About/fed-state-regulatory-compliance.asp) for a more complete expression of the University’s position and commitment to these values.

It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for treatment of materials related to gender, sexual orientation, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), culture (beliefs, customs, arts, and institutions of a society), and other differences.

**Student Academic Success:**

Gonzaga University will make reasonable accommodations for persons with documented disabilities. Students should notify Disability Resources, Education, & Access Management located at Foley 209, extension 4134 and their instructors of any special needs. Instructors should be notified the first day of classes.

**Academic Honesty:**

As a doctoral student, DPLS expects the highest level of academic performance. As such, appropriate citation and “truth-telling” is not just a requirement, but also an expectation. For details on Gonzaga University’s Code of Academic Honesty policy, please see: [https://www.gonzaga.edu/campus-resources/Offices-and-Services-A-Z/Academic-Vice-President/AcademicHonestyPolicy2002.pdf](https://www.gonzaga.edu/campus-resources/Offices-and-Services-A-Z/Academic-Vice-President/AcademicHonestyPolicy2002.pdf)

**Title IX Statement:**

Gonzaga University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Gonzaga. If you have been the victim of sexual misconduct we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct I must report the matter to the Title IX Coordinator. Should you want to report to a confidential source you may contact the following:

- Gonzaga Health Center | 509.313.4052 | 704 E Sharp Avenue
- Gonzaga Counseling Center | 509.313.4054 | 324 E Sharp Avenue
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role. | 509.313.4242
- University Lutheran Community Services and SAFeT | 509.624.RAPE*
Writing:

Students will be held to graduate level writing expectations, which includes not only correct grammar and spelling, but also a higher level of critical thinking. For the DPLS program, this includes writing clearly and concisely, as well as using APA Publication Manual (6th edition) standards. While it is my job to provide comments and feedback to students, especially in regards to course content, it is not my intent to edit student’s papers.

Unless otherwise noted, all assignments must be professionally produced. The references used in your written assignments should be scholarly (APA). You should critically assess the worth and potential biases of your sources when including anything other than scholarly works. Your citations should be primarily based on books, journal articles, etc. This includes appropriate citation. If needed, please use the Writing Center on campus for help and APA assistance.

Grading & Homework:

Leadership is at the core of effective business and organizational practice. Developing relationships with colleagues, active participation, thoughtful introspection, and the ability to examine the art and science of leadership are important leadership and classroom “tools”. With this in mind, listed below are the course assignments:

**Late work will not be accepted unless mitigating circumstances and prior arrangements with me have been made. Being absent from class does not constitute cause from turning work in on time. Please discuss any conflicts with me, prior to missing class.**

<table>
<thead>
<tr>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>100% - 98% = A+</td>
<td>87% - 84% = B</td>
</tr>
<tr>
<td>97% - 94% = A</td>
<td>83% - 80% = B-</td>
</tr>
<tr>
<td>93% - 90% = A-</td>
<td>79% - 78% = C+</td>
</tr>
<tr>
<td>89% - 88% = B+</td>
<td>77% - 74% = C</td>
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