

**Politics, Leadership, & the Policies They Create**

**Summer 2013, Second Session**

**Location:** Sem II A3109

**Meeting Dates/Times:** Tuesdays July 30<sup>th</sup>, Aug 13<sup>th</sup> 6:00pm-10:00pm;

Saturdays Aug 3<sup>th</sup>, Aug 17<sup>th</sup> 9:00am-4:00pm;

Sundays Aug 4<sup>th</sup>, Aug 18<sup>th</sup> 9:00am-4:00pm

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**Course Description:**

Harold Lasswell stated, "politics is about who gets what, when, where, and how." Therefore, we need leaders who can assess the underpinnings of politics and the consequences of political ideologies. Students will be actively engaged in politics by first understanding where politics come from and the myriad of ideologies in practice. We will explore how engagement in politics can test our character regularly. As members of a learning community and society, we will endeavor to excavate the nature of leadership and the relational space of politics via classic and contemporary readings, seminar, debate, lecture, and workshops. We will seek to understand the dynamics of politics by applying leadership techniques for decision-making through policy analysis and testimony. We will also pursue an understanding of philosophical foundations of Western political thought, the history of the U.S. Constitution, and power dynamics that come about in designing public policies. In this pursuit we will define multiple political ideologies and assess the nexus of leadership and politics. In sum, we will dig in to what many talk about but few really understand: politics, leadership, and the policies they create. Students will have the opportunity to develop leadership skills of active listening, analytical thinking, scholarly dialog, effective communication, and writing for public administrators.

**Learning Objectives:**

- 1) Understand the philosophical foundations of Western political thought, the history of the U.S. Constitution, and ideological approaches in policy.
- 2) Define multiple political ideologies, assess the nexus of leadership/politics/policy, and recognize power dynamics.
- 3) Develop the skills of active listening, analytical thinking, scholarly dialog, effective communication, and professional writing.

**Required Texts:**

Luke, J. (1997). *Catalytic Leadership: Strategies for an Interconnected World*. Jossey-Bass. ISBN: 978-0787909178.

Ball, T. & Dagger, R. (2010). *Political Ideologies and the Democratic Ideal*. 8th Edition. Longman Publishing. ISBN: 978-0205779963.

Tannenbaum, D. (2012). *Inventors of Ideas: An Introduction to Western Political Philosophy*. 3<sup>rd</sup> Edition. Cengage Learning. ISBN: 978-0495908241.

Vile, J. (2011). *A Companion to the United States Constitution and Its Amendments*. 5th Edition. Praeger Publishing. ISBN: 978-1442209909.

**Summer 2013 Schedule (faculty reserve the right to alter the schedule)**

<b>Date</b>	<b>Topic</b>	<b>Deliverable</b>
July 30 Tuesday	Introductions, Course Overview, Constitution as Policy?	<u>Readings:</u> Vile, <i>Companion to U.S. Constitution</i> <u>Assignment:</u> Constitutional Assessment
Aug 3 Saturday	Foundations of Political Ideologies	<u>Reading:</u> Ball & Dagger, <i>Political Ideologies</i> <u>Assignment:</u> Letter to the Editor
Aug 4 Sunday	Defining Political Ideologies & Impacts on Leadership & Policy Design	<u>Reading:</u> Luke, <i>Catalytic Leadership</i>
Aug 13 Tuesday	Foundations of Political Thought	<u>Reading</u> Tannenbaum, <i>Inventors of Ideas</i> <u>Assignment:</u> Praxis & Policy
Aug 17 Saturday	Foundations of Political Thought (con't.)	<u>Reading:</u> Tannenbaum, <i>Inventors of Ideas</i> <u>Assignment:</u> S.W.O.T. Analysis
Aug 18 Sunday	Synthesis & Demonstration	<u>Assignment:</u> Testimony

**Assignment #1: Constitutional Assessment**

Due: July 30. Post to moodle by 9:00am. Pages: 5 minimum. Find a constitution from a state within the U.S.A. (consider picking a state you are not familiar with). Assess the content, government structure, and inherent assumptions of the state's constitution. Finally, compare and contrast the state's constitution with key elements of the U.S. constitution. What are the similarities and differences in content, government structure, power distribution, revision processes, budget requirements, and the basic assumptions of these two constitutions?

**Assignment #2: Letter to the Editor**

Due: Aug 3. Post to moodle by 9:00am. 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 *Olympian* defending why one specific political ideology is best for WA state *government* and *governance*. The objective is to make your point clear and succinct. You only have 250 words!

**Assignment # 3: Political Policy Analysis (3 Parts)**

***Part 1: Praxis & Policy***--- Due: Aug 13. Post to moodle by 9:00am. Pages: 5 minimum. Praxis is to be understood as the imbrication of theory and practice. For your essay, use the perspective of a political theorist discussed in the Tannenbaum reading. Write about a current public policy from the perspective of this theorist. For example, what would Machiavelli think about WA State Department of Fish & Wildlife policies regarding Tribes hunting of Orca whales? What might Hobbes think about the City of Olympia's policies regarding trash collection? What would Wollstonecraft think about federal policies regarding women in the military? You may select any theorist from the Tannenbaum reading and any policy from any organization/agency/program.

**Part 2: S.W.O.T Analysis**--- Due Aug 17. Bring hard copy to class and post to moodle by 9:00am. Pages: One page worksheet. Refer to the policy you wrote about in part 1 of assignment #3. Next, identify a problem you see in the policy. Then, propose a recommendation to address the problem. **To assess your recommendation**, 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 recommendation outweigh the weaknesses and threats? Remember: You are assessing YOUR RECOMMENDATION in the S.W.O.T. analysis, not the problem.

**Part 3: Testimony**--- Due Aug 18. Following example testimonies delivered at the Washington state legislature, you will give a 10 minute (max) testimony to the class on the problem and solution you offered in your S.W.O.T. analysis. Be sure to address the pros and cons of your recommendation and identify the stakeholders impacted by the problem *and* the solution. Finally, persuade decision makers to adopt your recommendation through your well delivered testimony. Be prepared to answer questions about your action plan for implementing your recommendation. (Q & A session is not included in 10 minute time limit.) 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, however, you are encouraged to utilize any and all tools available to enhance your testimony.

**Evaluation:** Written self-evaluations and a seminar faculty evaluation are required for credit, at the end of each quarter along with faculty evaluations of students. Student evaluations of their seminar faculty are due during evaluation conferences. (Students may elect to submit faculty evaluations to faculty directly or to Program Secretaries.)

**Credit:** Students will receive 4 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.

**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:** will be provided for any student who desires them through a working relationship with Access Services, the Writing Center and the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability; please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty after class and/or Contact Access Services in Library 1407-D, 867-6348. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students With Disabilities Policy. <http://www.evergreen.edu/policies/g-studentada.htm>

**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. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, reading unrelated materials, playing with a PDA, IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

**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 opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill. Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so).

**We will abide by the social contract:** WAC 174-121-010 College philosophy.

<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>

**We will abide by the student conduct code (including academic integrity and plagiarism):**

Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-123>

**We will abide by the non-discrimination policies and procedures at TESC:**

<http://www.evergreen.edu/mpa/studenthandbook/nondiscrimination.htm>