

Politics, Leadership, & the Policies They Create

Summer 2012, Second Session

Location: Sem II A2109

Meeting Dates/Times: Wednesdays Aug 1st, Aug 15th 6:00pm-10:00pm;
Saturdays Aug 4th, Aug 18th 9:00am-5:00pm;
Sundays Aug 5th, Aug 19th 9:00am-5:00pm

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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. Further, students will focus on how they can hone their own leadership style. We will explore how 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 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 constitutions of regional Tribal Nations, and concepts of political "otherness" 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 Tribal Nations, and "otherness" in policy design.
- 2) Define multiple political ideologies, assess the nexus of leadership and politics, and recognize political power dynamics.
- 3) Develop the skills of active listening, analytical thinking, scholarly dialog, effective communication, and professional writing.

Required Texts:

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

Tannenbaum, D. & Schultz, D. (2003). *Inventors of Ideas: An Introduction to Western Political Philosophy*. 2nd Edition. Wadsworth Publishing. ISBN: 978-0534612634.

Vile, J. (2010). *A Companion to the United States Constitution and Its Amendments*. 5th Edition. Praeger Publishing. ISBN: 978-0-313-38008-2.

Lyons, O. et al. (1998). *Exiled In The Land of The Free: Democracy, Indian Nations, and the U.S. Constitution*. Clear Light Publishers. ISBN: 978-0940666504.

Spring 2011 Schedule (faculty reserve the right to alter the schedule)

Date	Topic	Deliverable
Aug 1 Wednesday	Introductions, Course Overview, Constitutions, Policy vs. Law	<u>Readings:</u> Vile, <i>Companion to U.S. Constitution</i> Lyons, <i>Exiled in the Land of the Free</i> <u>Assignment:</u> Constitutional Assessment
Aug 4 Saturday	Defining Political Ideologies & Impacts on Governance vs. Government	<u>Reading:</u> Ball & Dagger, <i>Political Ideologies</i>
Aug 5 Sunday	Defining Political Ideologies & Impacts on Policy Design	<u>Reading:</u> Ball & Dagger, <i>Political Ideologies</i> <u>Assignment:</u> Letter to the Editor
Aug 15 Wednesday	Foundations of Political Thought	<u>Assignment:</u> Praxis & Policy
Aug 18 Saturday	Foundations of Leadership	<u>Reading:</u> Tannenbaum & Schultz, <i>Inventors of Ideas</i> <u>Assignment:</u> S.W.O.T. Analysis
Aug 19 Sunday	Foundations of Political Thought & Policy Analysis	<u>Reading:</u> Tannenbaum & Schultz, <i>Inventors of Ideas</i> <u>Assignment:</u> Testimony & White Paper

Assignment #1: Constitutional Assessment

Due: Aug 1. Bring hard copy to class and post to moodle by 9:00am. Pages: 5 minimum. Find a constitution from a U.S. federally recognized Tribe or Tribal Nation. Assess the content, government structure, and inherent assumptions of the Tribe's constitution. Finally, compare and contrast the Tribe's constitution with key elements of the U.S. constitution. What are the similarities and differences in content, government structure, and the basic assumptions of these two constitutions?

Assignment #2: Letter to the Editor

Due: Aug 5. Bring hard copy to class and 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 15 post to moodle by 6:00pm. Pages: 3 minimum. 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 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? 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 policy you select. You may select any theorist from the Tannenbaum and Schultz reading and any policy from any organization/agency/program.

Part 2: S.W.O.T Analysis--- Due Aug 18. 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 & White Paper--- Due Aug 19. 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.

Examples of the white paper will be available to students and discussed further in class. White papers should be posted on moodle by 9:00am, 5 page limit max. The purpose of a white paper is to support your testimony by quickly informing and influencing decision makers. In the white paper, briefly provide background information about the policy, identify and define the problem you see in the policy, propose a recommendation to address the problem, note the pros and cons of your recommendation, identify the stakeholders/target audience and how your recommendation will impact them, persuade decision makers to adopt the policy change, and outline an action plan to implement your recommendation. The white paper should include an executive summary and table of contents.

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 174-120 WAC, Student Conduct Code & Grievance/Appeals Process

<http://search.leg.wa.gov/wslwac/WAC%20174%20%20TITLE/WAC%20174%20-120%20%20CHAPTER/WAC%20174%20-120%20%20CHAPTER.htm>

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

<http://www.evergreen.edu/policies/g-nondiscr.htm>

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.