Schedule:
Tuesday 6pm-9pm: 10/1, 11/12
Sat & Sun 9am-4pm: 10/12-13, 10/26-27
Location: Seminar 2 E2107
Faculty: Amy Gould, Ph.D., goulda@evergreen.edu

evergreen
YOUR WAY TO THE WORLD

Master of Public Administration Program

MPA Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. "Be the Change."

Course Description:
Like organs in the human body, leaders do not function in isolation. Leaders need sustenance, security, movement, change, aspiration, love, awareness of their internal and external environments, and... politics. We need politics? Perhaps not. Maybe we need politics just as much as the human body needs a gall bladder. This organ is not vital for us to function, but like politics the gall bladder does help us filter toxins. 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 leadership and the relational space of politics.

Learning Objectives:
1) Understand the nature of leadership and apply political ideologies through analysis.
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 power dynamics.
4) Develop the skills of active listening, analytical thinking, scholarly dialog, effective communication, and professional writing.

Fair Warning: This course is offered in an intensive format. Coursework will require a large amount of self-directed learning outside of class time through readings, assignments, and a video recorded TED Talk.

Required Readings:
*Look for books on interlibrary loan and rental options before you buy. *

Antonakis & Day (2017). The Nature of Leadership. 3rd edition, Sage. ISBN: 978-1483359274 (either the 2nd or 3rd edition is fine, the 3rd edition is pricey)

Ball, Dagger, & O'Neill (2013). *Political Ideologies and the Democratic Ideal*. 9th edition, Pearson. ISBN: 978-0205962556 (any recent edition is fine, the 10th edition is pricey)

Gallo (2015). *Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds*. St. Martin's Griffin. ISBN: 978-1250061539

Vile (2015). *A Companion to the United States Constitution and Its Amendments*. 6th edition, Praeger. ISBN: 978-1440833274 (any recent edition is fine)

Fall 2019 Schedule (faculty may alter schedule if needed)

Date	Topic	Deliverable
Tues Oct 1	Opening, Course Overview, Constitutions	Reading: Vile (All) Assignment 1: Constit. Assessment
Sat Oct 12	Defining Political Ideologies	Reading: Ball, Dagger, & O'Neill (All) Assignment 2: Letter to the Editor
Sun Oct 13	Foundations of Leadership Thought	Reading: Antonakis & Day (Parts I & II)
Sat Oct 26	Difference & Otherness	Reading: Antonakis & Day (Parts III & IV) Assignment 3: Praxis & Current Event
Sun Oct 27	Power	Reading: Gallo (All) Assignment 4, part 1: S.W.O.T. Analysis
Tues Nov 12	Closing, Recorded TED Talks	Assignment 4, part 2: TED Talk

Evaluations: A written self-evaluation and faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu by November 19, 2019. We will not hold evaluation conferences.

Assignments

Assignment #1: Constitutional Assessment
Due: Oct 1st by 6:00pm posted to canvas. Pages: 5 to 8.
(APA format, double spaced, 12 pt font, Times New Roman. Page length does not include title page, abstract, or references page)
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 the U.S. constitution. What are the similarities and differences in content, government structure, and basic assumptions?

Assignment #2: Letter to the Editor
Due: Oct 12th by 9:00am posted to canvas. Words: 250. Single spaced.
Govern*ment* is the form of politics while gover*nance* 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 one or two of the political ideologies discussed in the Ball, Dagger, & O'Neill reading. Write a letter to the editors of *Thurston Talk* (or a social/professional network of your choice) explaining why a political ideology is best for local *government* and why a political ideology is best for local *governance*. You may select the same or different political ideology(ies) for each category: government and governance. Communism might be a great government structure, but socialism might be a great governance function. Make your point clear and succinct. You only have 250 words!

Assignment # 3: Praxis & Current Event
Due: Oct 26th by 9:00am posted to canvas. Pages: 3 to 5.
(APA format, double spaced, 12 pt font, Times New Roman. Page length does not include title page, abstract, or references page)
Praxis is to be understood as the imbrication of theory and practice. We cannot discuss one without the other. For this essay, use the perspective of a leadership theorist discussed in the Antonakis & Day reading. Write about a current political event from the perspective of this thinker. Please cite the readings specifically and support the reasoning you offer from the perspective of the leadership theorist selected. Additionally, please cite your sources regarding the information about the current political event you select. As you make your selections, please read ahead to the description of Assignment #4.

Assignment #4: Politics & Leadership Analysis

Part 1: S.W.O.T Analysis--- Due Oct 27th by 9:00am posted to canvas. Building on the current political event you wrote about in assignment #3, identify a problem in the event. Then, propose a solution to the problem from within a specific political ideology and a specific leadership theory. *To assess your solution*, use one of the SWOT analysis templates posted on canvas. Based upon your entries, do the strengths and opportunities of your solution outweigh the weaknesses and threats?

On separate pages, define the problem you identified for the S.W.O.T. analysis. Why is this a problem? Who is it a problem for rather than a benefit? Define the key terms. Next, explain the solution you proposed, address the pros and cons of the solution, identify the stakeholders/rightsholders/decision makers in the problem and in the solution (they may be different). What will be the impacts of your solution on stakeholders/rightholders/decision makers? Will they support your solution, oppose it, or be neutral? Finally, persuade all those affected by the problem and the solution to adopt your recommendation (connect back to the political ideology and leadership theory perspectives you wrote from). Include an action plan for how to implement the solution.

Part 2: TED Talk--- Due Nov 12th in class.
Time: 3 minute minimum – 10 minute maximum. Using the tips covered in the *Talk Like TED* book, deliver a TED Talk to the class. Your talk will be video recorded by Evergreen staff and available for your viewing on a private youtube channel. The message of your TED talk should teach us about the solution you recommended in your SWOT. You may use a visual aid or props to help tell the story, but these are not required.

Course Policies

Human Subjects Review (HSR) Any "research" you do in this class should be all secondary research (data and information already available to you through existing resources). You will _not_ collect any original data (research done through interviews, surveys, focus groups, etc.). Original research/data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB.

Participation and attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty should be notified prior to a class and/or seminar absence. After one absence per quarter (3 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (9 hours) students may be denied full credit. After reoccurring absences (missing an hour of class each meeting) students may be denied full credit. Finally, if students do miss a class, they are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late assignments: Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, the student should contact their 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 revised due date to ensure full receipt of course credit.

Credit: Students will receive 4 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the MPA Handbook and College statement on academic honesty for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu . We will not hold evaluation conferences.

Multiculturalism and diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and 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.

Technology use and 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, posting on/checking social media, reading unrelated materials such as e-mail, playing with an IPOD, laptop, or cell phone are not appropriate.) Consult your faculty to discuss learning style options.

Reasonable accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. 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 before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

Conduct & Conflict Resolution: Please refer to the MPA Student Handbook: https://www.evergreen.edu/mpa/studenthandbook/conflictresolution
Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.
We will abide by the social contract: WAC 174-121-010 College philosophy.
We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC**,** Student Conduct Code & Grievance/Appeals Process: http://www.evergreen.edu/studentaffairs/student-conduct
We will abide by the non-discrimination policies and procedures at TESC

Guest policy: Guests are welcome to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Prospective students may visit one class meeting of first year Core without advance faculty approval, but must notify faculty that they are present prior to the beginning of class. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

Inclement weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them.

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Use of Student Work Posted to Canvas: Students post their work to an online learning platform known as "canvas". Our class canvas site is accessible to faculty and students registered for this course only. The work students post on canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by governments, organizations, or communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.