



## **EDUC 862 Course Syllabus**

3140 Waiālae Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** EDUC 862

**Course Title:** Power, Politics and Policy: Historical and Contemporary Perspectives

**School/Division:** School of Education and Behavioral Sciences

**Term:** Winter 2024 / January 8 – March 18

**Credits:** 3

**Instructor Name:** Dr. Mary Therese Perez Hattori

**Email:** mary.hattori@chaminade.edu

**Office Hours:** Available by appointment

### **University Course Catalog Description**

Explores contemporary issues of power and policy in leadership, and their historical and political origins. This course will focus on contemporary challenges facing Indigenous communities and develop action plans that address those challenges by placing indigenous peoples at the center of the process. Students will design plans that support diversity, social justice, and cultural awareness and address issues that are of concern to them and their communities.

### **Mission Statement for Doctorate of Education in Organizational Leadership for Adaptation and Change**

The program's mission is based on Marianist values and focused on developing strong leaders who use their knowledge and skills to value diversity, promote social justice, and help organizations adapt and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program builds on a program of leadership that promotes continuous self-reflection and personal growth.

### **Marianist Values**

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

### **Program Learning Outcomes (PLO)**

1. Apply advanced knowledge and competencies of research and evaluation methods utilized by organizations.
2. Utilize advanced knowledge and competencies of leadership and innovation which are grounded in social justice, ethical practices, and cultural awareness.
3. Use advanced knowledge and competencies related to how organizations and the people within them develop.
4. Integrate advanced knowledge and competencies of scholarly behaviors for designing, implementing, evaluating, and communicating research relevant to effective organizations.

### **Course Learning Outcomes (CLO)**

1. Identify factors contributing to and examples of organizational politics and influence. (PLO 2, 3)
2. Examine historical and contemporary definitions of the term 'indigenous,' and implications for power, politics, and policy. (PLO 2, 3)
3. Analyze case studies of contemporary issues faced by indigenous communities. (PLO 2, 3)
4. Apply principles of culturally responsive leadership for social justice and equity to challenges faced by indigenous communities. (PLO 2, 3)
5. Create a personal leadership action plan that addresses challenges faced by indigenous communities. (PLO 1, 2, 3)

## Learning Materials

- Text: Crucial Influence, Third Edition: Leadership Skills to Create Lasting Behavior Change. Grenny, J., Patterson, K., Maxfield, D., McMillan, R., & Switzler, A. (2023)
- Other readings and learning materials will be provided by the instructor via the course website.

## Assessment

ASSIGNMENT	POINTS	DEADLINE
Discussion: Getting to know each other through our leadership commitments	8	Monday, January 15
Discussion: Response to a peer: similarities/differences/new learning	4	Monday, January 22
Discussion: Respond to the peer response	4	Monday, January 29
Paper: Reflection on influence & leadership	16	Monday, February 5
Discussion: Response to Indigenous Leadership Readings	8	Monday, February 12
Discussion: Response to a peer: similarities/differences/new learning	4	Monday, February 19
Discussion: Respond to the peer response	4	Monday, February 26
Paper: Reflect on Indigenous Governance Toolkit	16	Monday, March 4
Final Project: Leadership Action Plan	36	Saturday, March 18

Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. Unexcused late assignments will not be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

## Grading scale

100-90%	A
89-80%	B
79-70%	C
69-0%	F

## Schedule

Wk	Week Begins	Topic(s)	Readings	Assignments to Work On
1	Monday, January 8	Overview of the syllabus and course expectations, introductory lecture on influence, politics, policy.	Syllabus, Course Site Overview, Brief lecture: Intro to the course & first reading assignments, Readings: Power, Politics, and Influence by Andrew J. DuBrin; ntegrating leadership, power and politics and its impact on organizations by Aurora and Rao; Video: Power, Politics and Leadership (27min)	Discussion: Sharing our leadership commitments due Jan 15
2	Monday, January 15	Influence in practice, Applying principles from Leading Across Cultures to the practices of influence and politics	Chapters 1 and 2 of the text, Crucial Influence; Selections from textbook from EDUC 813: Culturally Responsive Leadership in Higher Education Promoting Access, Equity, and Improvement Edited by Santamaría and Santamaría	Discussion: Response to a peer due Jan 22
3	Monday, January 22	The indigenous context: definitions, historical origins, contemporary challenges	Part II (the section between chapters 2 and 3) of the text, Crucial Influence; Who Is Indigenous-Definitions of Indigineity by Erika Sarivaara, Kaarina Maatta, and Satu Uusiautti; United Nations FactSheet on Indigenous Peoples; Indigenous Leadership in a Flat World by Turner and Simpson	Discussion: Respond to the peer response due Jan 29

4	Monday, January 29	The indigenous context: definitions, historical origins, contemporary challenges	Indigenous Leadership by Sandefur and Deloria; Indigenous Leadership & Governance by Domingo; Indigenous Leadership: A Complex Consideration by Maaka, Wong, Perry and Johnston	Paper: Reflection on influence & leadership due Feb 5
5	Monday, February 5			Discussion: Response to Indigenous Leadership Readings due Feb 12
6	Monday, February 12	Indigenous leadership approaches to contemporary challenges and policy;	The Indigenous Governance Toolkit (selected chapters); Chapters 3 to 8 (you select) from the text Crucial Influence	Discussion: Response to a peer due Feb 19
7	Monday, February 19			Discussion: Respond to the peer response due Feb 26
8	Monday, February 26	Leadership Action Plans	Lecture on Leadership Action Plans, Sample Plans	Paper: Reflect on Indigenous Governance Tool Kit due Mar 4
9	Monday, March 4			
10	Monday, March 11			Final Project: Leadership Action Plan due Mar 18

May be subject to change based on the dynamics of current events. Additional learning materials to be provided in the course modules on Canvas.

### Online Course Guidelines

- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions if the need arises.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment: a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; d) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.
- Discussion Participation: You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a different and unique, but relevant, perspective; contributes to moving the discussion and analysis forward; transcends simply stating "I agree," and demonstrates some reflective in-depth thinking.

### Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

## **Academic Honesty**

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

While AI technologies can be useful tools for research and learning, the Academic Honesty policies still apply when using these technologies. Students should not use AI technologies to write essays or create responses to exam questions. Additionally, students should always give proper credit to sources when using information obtained through AI tools or other sources.

Plagiarism, including using AI-generated content without proper attribution, is a violation of academic integrity. Such actions are not only dishonest, but also undermine the value of the education being provided.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

## **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, 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, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

## **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for

accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

### **Attendance Policy**

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students are expected to attend all classes in which they are registered. The student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

#### **Excused Absences**

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

#### **Unexcused Absences**

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.