


# Political Thought and Practice

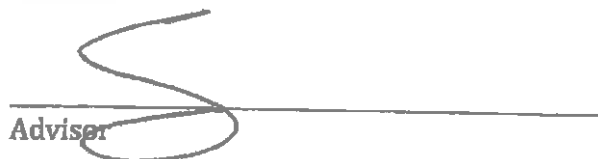
Adam Austin Gottlieb, Class of 2015  
Dr. Ed Wingenbach, Advisor

Johnston Center for Integrative studies  
at  
University of Redlands

Date of Graduation Review: March 27, 2015  
Date of Graduate: April 18, 2015

  
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Student

3/14/15  
\_\_\_\_\_  
Date

  
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Advisor

3/11/15  
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Date

me more about politics, leadership, theory, and business than a semester in the classroom could have ever taught me.

My academics and my co-curricular activities make up my emphasis. Political Thought and Practice – the study of politics, history, and philosophy created the thought, and the ways I put that to use during my college career made up the practice. Each has been equally important to my development as a student and as an individual. As such, in my college career, I utilized the educational aspects of leadership and government, and was able to effectively apply them to the government that I administered. The use of these theories taught me politics, business, economics, and a fair amount of social science. The combination of education and application gave me the interdisciplinary experiences I needed to complete this degree.

### The Thought

As stated, I began my education in political theory with Dr. Wingenbach's course in American Political Thought and Practice. The University had very few political theory courses to offer in my four years, only the aforementioned American Political Thought and Practice, Classical Political Theory, and Modern Political Theory, all of which I have taken. I was responsible for adding political theory to any class I could, in order to better understand the core concepts of my emphasis from a wide range of subject matters across campus. One prime example of this is my work in Greek Philosophy, a course I took in my first year. Although we studied Plato, Aristotle, and Hesiod, fathers of both political and economic thought, we did not study their political theories, but instead studied their texts regarding human nature. While studying Hesiod and his myth of the metals, I was able to

British politics, and Roman history and thought. With these courses, I was able to study historical and contemporary theories regarding European countries (and empires) and the reasons behind policies that the nations have adopted and the results of those policies. Outside of the classroom, studying the British culture, including trips to Parliaments in England, Scotland, and Wales gave me insight into a different society's political structure. I was able to attend a rally regarding the Scottish independence referendum, which allowed me to see the important issues in a different country and the way that it was handled. This experience offered a completely different view of politics than I have experienced in the United States, the country that I have studied the most. Going abroad was immeasurably beneficial for my educational development.

For my senior project, I decided to develop a course in which I could help others understand political theory through more common mediums of modern literature and media. Instead of only focusing on the well-known philosophers, the class turned to modern day novels, films, television shows, and podcasts. The class was mostly filled with students new to the concept of political theory. The use of familiar texts such as *Slaughterhouse-Five* and *Animal Farm* was helpful in their learning process, as they were able to take the familiarity of the manuscript and apply their understanding of the text in different ways. As for the media portion, seeing films and television shows that they already knew well, such as *The Godfather* and *House of Cards* and applying them to a new understanding of *The Prince* allowed the students to understand the text and media in different ways, and create a comprehensive understanding of the overarching concepts.

This class has possibly taught me more than any other class I have taken on campus. Becoming a teacher has never been a desire of mine, but having the opportunity

The subject where I gained the most experience without taking a formal course, was Business. This comes from the realization that running a government is quite like running a business. This business, equipped with a dedicated staff of 18 and with hundreds of people under them, a budget of over one million dollars, and an office to call my own, taught me a great deal. The agreements I made ranged from minor transactions to those involving thousands of dollars. The connections I was able to make were not merely with my student constituents, but administrators, trustees, and those I met nationwide while representing the University. Although it may have helped to take a class in the business department, real world experience proved to be incredibly useful in further developing my education as a whole.

This interdisciplinary experience also gave me insight into a new type of politics. Associating with administrators, professors, staff members, and students put me in a position that let me play a role in the political matters of these groups. Understanding the dynamics of not only student governance, but also faculty and administrative governance and even some City of Redlands governance, I was able to see different forms of government at work. Understanding the intricacies of these different organizations and the choice of government styles was necessary to my overall comprehension of political theory in action. These different governance styles in a small area such as Redlands showed me the importance of how they are achieved.

Prior to my work as the President of the Student Body, I held leadership roles in organizations across the campus. My involvements in Johnston, including representing the community in ASUR, and serving on the Johnston Peer Council, afforded me the opportunity to understand and aid my community. My work in Admissions for three years

law school. Eventually, I would love to continue in the area of public service and government. Whether this means running for office or being appointed to a position, I would love to serve in order to help others. Making a difference has ultimately been my life's goal, and I feel as though these last four years have provided me the foundation and will put me in the proper direction to accomplish this and has given me the opportunities and knowledge to fulfill this goal.

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**GOVT-307 01 Constitutional Law:  
Liberty & Authority (4)**

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**HIST-225 01 Public History: American  
Life (4)**

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**JNST-080 18 IS: Pedagogy Study (2)**

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**SOAN-104 01 Intro to Archaeology (4)**

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**May 2014:**

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**HIST-260 02 Sex & Gender in Supreme  
Court (3)**

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**Fall 2014:**

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**JNST-000A 01 Senior Workshop (1)**

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**JNST-000H 01 Big Theory (4)**

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**POLI-214 01 Modern Political Thought  
(4)**

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**Course Overview – By Discipline**

**Johnston**

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**FS-100 39 Next Stop: the Twilight Zone  
(4)**

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**JNST-000N 01 Salon (4)**

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**JNST-000W 01 Daoists, Dragons & Dim  
Sum: The Ancient Arts of China (4)**

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**JNST-074 04 IS: Foucault (2)**

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**JNST-000G 01 Community Study (1)**

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**JNST-000G 01 Digital Media, Politics,  
and Communications (4)**

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**JNST-000A 01 Books That Make You  
Want Read (4)**

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**JNST-077 09 IS: Classical Astronomy (4)**

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**REL-450 01 Jameson Center Colloquia  
(2)**

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**REST-230 01 Race and the Law (4)**

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**Spring 2015:**

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**BIOL-103 01 Genetic Engineering: Issues  
& Techniques (4)**

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**HIST-321 01 Civil War & Reconstruction  
(4)**

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**JNST-083 01 IS: Student Teaching (4)**

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**REL-450 01 Jameson Center Colloquia  
(2)**

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**May 2015:**

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**REL-160 01 Cuba and the US (3)**

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**JNST-080 18 IS: Pedagogy Study (2)**

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**JNST-000A 01 Senior Workshop (1)**

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**JNST-000H 01 Big Theory (4)**

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**JNST-083 01 IS: Student Teaching (4)**

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**Government/ Political Science**

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**GOVT-318 01 American Political  
Thought & Practice (4)**

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**GOVT-244 01 International Security (4)**

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**GOVT-202 01 Applied Data Analysis  
Social Sciences (4)**

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**GOVT-306 01 Constitutional Law:  
National & State Powers (4)**

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## Contract Addendum Form

### Courses Originally Proposed

1. **REL-241** Ancient/ Biblical Hebrew (2 Sections)
2. **PEAC-OFJ** Jogging (2 Sections)
3. **HIST-215** Soviet History at the Movies
4. **BUSA-240** Business Law
5. **ENGL-230** American Jewish Literature
6. **GOVT-308** American Presidency
7. **PHIL-320** Ethics and Law
8. **GOVT-410** Advanced Seminar in Political Theory
9. **HIST-324** Cold War America
10. **ENGL-221** Shakespeare

### Courses Substituted

1. **REL-241** Ancient/ Biblical Hebrew (1 Section)
2. **PEAC-OFJ** Jogging (2 Sections)
3. **HIST-229** U.S. History on Film
4. **SPRO-301** Welfare Politics
5. **JNST-000A** Books that Make you want to Read
6. **SPRO-300** Introduction to British Politics
7. **REST-230** Race and the Law
8. **JNST-000E** Political Theory in Mixed Media
9. **HIST-260** Sex and Gender in the Supreme Court
10. **JNST-000A** Books that Make you Want to Read

### Reasons for Substitution

1. No longer necessary for breadth after one section
2. Not offered/ not necessary after one section
3. Not offered/ Comparable substitution
4. No longer necessary for emphasis/ Themes involved in Welfare Politics
5. No longer necessary for breadth/ Studied some American Jewish Literature
6. Not offered at specified time/ Studied similar power structures with British Prime Ministers
7. Not offered at specified time/ REST recommendation/ Dealing with law and society
8. Not offered/ Senior Project along similar themes
9. Not offered/ Time period studied during course
10. No longer necessary for breadth/ Studied some Shakespeare

### Courses Taken but not Contracted or for Substitution

1. **JNST-077** IS: Classical Astronomy
2. **JNST-080** IS: Pedagogy Study
3. **SOAN-104** Introduction to Archaeology
4. **JNST-000A** Senior Workshop
5. **JNST-000H** Big Theory
6. **REL-450** Jameson Colloquia (2 Sections)
7. **BIOL-103** Genetic Engineering: Issues and Technology ✓

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