

Political Science 2290E Introduction to Political Leadership
Brescia University College, Western University
2013-14

Instructor: Dr. Paul Barker
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Class: Mon. 4:30-5:30 & Wed. 3:30-5:30, Room UH30
Office hours: Hour before class or by appointment

Description

A course which examines the core elements of political leadership – the nature and significance of political leadership, the primacy of power, the styles of political leadership, and the skills and competencies associated with political leaders. The course also considers the philosophical foundations of political leadership (Plato, Machiavelli, and others) and analyzes case studies of both good and bad leaders.

The course is without any pre-requisites. The course begins at the beginning of the study of political leadership.

Learning Objectives

By the end of the course, students will be able to do the following:

- Illustrate the challenges in defining political leadership and demonstrate the significance of leadership in politics.
- Assess the different types of power underlying political leadership – soft power, hard power – and apply them to varying situations in politics.
- Appreciate the skills and competencies of effective leadership and be able to apply them in difficult political situations.
- Acknowledge the sheer difficulty of exercising political leadership successfully.

Text

Readings will be available in class.

Grading

Group Project	10%
Quizzes	10%
Test (Dec. exam period)	20%
Machiavelli leadership paper	20%
Participation	10%
Final Exam (Apr. exam period)	30%

Weekly Outline

Week 1

Sept. 9, 11: Introduction and a Leadership Case – Queen Elizabeth I & Premier Wynne

Reading 1: *Fighting the Spanish and Traffic Congestion in Toronto*

Week 2

Sept 16, 18: What is political leadership?

Reading 2: Garry Wills, *Certain Trumpets: The Call of Leaders* (New York: Simon & Schuster, 1994), introduction

Reading 3: Thomas Cronin, ‘All the world’s a stage ...’ acting and the art of political leadership,’ *The Leadership Quarterly* 19 (2008)

Week 3

Sept 23 & 25: What is ... (cont’d)

Reading 4: Thomas Carlyle, “The Leader as Hero” in Barbara Kellerman, ed., *Political Leadership* (Pittsburgh: University of Pittsburgh Press, 1986) ... Lincoln

Reading 5: J. Thomas Wren, *Inventing Leadership: The Challenge of Democracy* (Cheltenham: Edward Elgar, 2007), 13-20

Reading 6: Reading 21: Plato, *The Republic* (New York: Penguin, 2007), 204-219

Week 4

Sept. 30, Oct. 2: Group Project on Plato

Week 5

Oct 7, 9: Leadership & power

Reading 7: Joseph Nye, *The Powers to Lead* (New York: Oxford University Press, 2008), ch. 2

Reading 8: Richard Neustadt, *Presidential Power* (New York: Columbia University Press, 1960), chs. 1-3

Week 6

Oct. 16: Power (cont’d)

Reading 9: Roderick Kramer, “The Great Intimidators,” *Harvard Business Review* 84:2 (2006)

Reading 10: Adam Lashinsky, ‘Inside Apple,’ *Fortune Magazine*, May 23, 2011

Week 7

Oct. 21, 23: Power (cont'd)

Reading 11: Amy Chua, *Day of Empire: How Hyperpowers Rise to Global Dominance – and Why They Fall* (Toronto: Doubleday, 2007), ch. 2 vs. Amy Chua, *Battle Hymn of the Tiger Mother* (New York: Penguin Press, 2010), chs. 1, 6, 11, 16, 24

Week 8

Oct. 28, 30: Significance of Political Leadership

Read Reading 12 Sidney Hook, “The Eventful Man and the Event-Making Man,” in Barbara Kellerman, ed., *Political Leadership: A Source Book* (Pittsburgh: University of Pittsburgh, 1986)

Week 9

Nov. 4 & 6: Types of political leadership – Charismatic Leadership

Max Weber, “Types of Authority” & Ann Willner, “Charismatic Leadership,” in Kellerman, *Political Leadership*

Michelle Bligh & Jeffrey Kohles, “The enduring allure of charisma: How Barack Obama won the historic 2008 presidential election,” *The Leadership Quarterly* 20 (2009)

Week 10

Nov. 11, 13 Types (cont'd): Transformational & Transactional ...

Reading 28: V. Msocardelli, “Harry Reid & Health Care Reform in the Senate: Transactional Leadership in a Transformational Moment?” *The Forum* 8:1 (2010)

Week 11

Nov. 18, 20: Types (cont'd): Leadership and Democracy

Nannerl Keohane, *Thinking about Leadership* (Princeton: PUP, 2010), ch. 5

M. Van Vugt et al., ‘Autocratic Leadership in social dilemmas: a threat to group stability,’ *Journal of Experimental Psychology* 40 (2003)

Weeks 12-13

Nov. 25, 27, Dec. 2, 4: Selection of Political Leaders

Malcolm Gladwell, *Blink*

B. Pawlowski et al., ‘Tall Men have more reproductive success,’ *Nature* 403 (January 2000)

L. Zebrowitz and J. Montepare, ‘Appearance DOES Matter,’ *Science* 308 (June 2005)

John Antonakis and Olaf Dalgas, 'Predicting Elections: Child's Play! Science 323 (February 2009)

Brian Spisak et al., 'Facing the Situation: Testing a biosocial contingency model of leadership in intergroup relations using masculine and feminine faces,' *Leadership Quarterly* 2011

Week 14

Jan. 6, 8: Political Skills & EI

Nye, *Power to Lead*, 69-84

Reading 18: Daniel Goleman et al., *Primal Leadership: Realizing the Power of Emotional Intelligence* (Boston: Harvard Business School Press, 2002), ch. 3

Robert Caro, *the Passage to Power* (New York: Knopf, 2012), ch. 12

Week 15

Jan. 13, 15: Communication

Terry Newell, *Statesmanship, Character, and Leadership in America* (New York: Palgrave, 2012), ch. 3 + Obama speech

Sam Leith, *Words Like Loaded Pistols* (New York: Basic, 2012)

Reading 42: Frank Luntz, *Words That Work* (New York: Hyperion, 2007), chs. 1, 6

Week 16

Jan. 20 & 22: Vision

Michael Bliss, *Right Honourable Men: The Descent of Canadian Politics from Macdonald to Mulroney* (Toronto: Harper Collins, 1994), ch. 1

Ramsey Cook, *Canada and the French-Canadian Question* (Toronto: Macmillan of Canada, 1966), ch. 9

John A. Macdonald, '6 February 1865'

Week 17

Jan. 27, 29: Organizational

Read Reading 33: Arthur Schlesinger, Jr., *The Coming of the New Deal* (Boston: Houghton, 1957), ch. 32

Video: Yes, Prime Minister, "A Real Partnership" DVD

Week 18

Feb. 3, 5: Contextual Intelligence or Judgment

Nye, *The Powers to Lead*, ch. 4

Read Reading 45: Isaiah Berlin, “Political Judgment,” in *The Sense of Reality* (New York: Farrar, Straus, and Giroux, 1997)

Week 19

Feb. 10, 12: Judgment (cont'd)

Dexter Filkins, “The Thin Red Line,” *The New Yorker* May 13, 2013

Weeks 20-21

Feb. 24, 26, Mar. 3, 5: Ethics & Machiavelli

Cathal Nolan, “Bodyguard of Lies” in Cathal Nolan, ed., *Ethics & Statecraft: The Moral Dimension of International Affairs 2nd ed.* (London: Praeger, 2004)

Michael Walzer, “The Problem of Dirty Hands,” Charlton & Barker, *Crosscurrents 3rd ed.*

Niccolo Machiavelli, *The Prince*, 90-102 & 130-33

Thomas Wren, *Inventing Leadership: The Challenge of Democracy*, 57-69

Week 22

Mar. 10, 12: Bismarck & Political Leadership

Reading 17: Henry Kissinger, “The White Revolutionary: Reflections on Bismarck,” *Daedalus 1968*

Week 23

Mar. 17 & 19: Margaret Thatcher

Howard Gardner, *Leading Minds: An Anatomy of Leadership* (New York: Basic Books, 1995), ch. 12

Week 24

Mar. 24 & 26: Bad Leadership

Barbara Kellerman, *Bad Leadership* (Boston: HBS Press, 2004), chs. 1-3

Week 25

Mar. 31, Apr. 2: Political Leadership in Canada – Stephen Harper

Lawrence Martin, *Harperland: The Politics of Control* (Toronto: Viking, 2010), chs. 5-7

Week 26

Apr. 7: Review

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2013/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's

Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

