



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND  
INTERNATIONAL RELATIONS**

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS  
2008 TRIMESTER 1**

**POLS 418 - 2008**

**POLS 418: COMPARATIVE POLITICS: SPECIAL TOPIC  
POLITICAL LEADERSHIP  
CRN: 1357**

<b>LECTURER:</b>	Dr. Jon Johansson
<b>ROOM:</b>	507 Murphy Building
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<b>LECTURE TIMES:</b>	Thursday, 2.10pm-4.00pm
<b>VENUE:</b>	Murphy 103.
<b>TUTORIALS:</b>	None
<b>OFFICE HOURS:</b>	Thursday, 11-00 am to 12 noon, but students are free to drop by whenever they wish.

**ADDITIONAL INFORMATION**

When necessary, additional information about POLS 418 will be posted on the School of Political Science and International Relations Honours noticeboard, which is next to reception on the 5<sup>th</sup> floor of the Murphy Building.

## **COURSE CONTENT AND OBJECTIVES:**

This course will focus on fundamental questions such as what political leadership is, and when and why it matters. Classical leadership theories will be canvassed, normative questions about leadership addressed, and the relationship between individual leaders and the wider societal and historical forces they encounter will be a dominant theme throughout the course. Different presidential and prime ministerial leadership theories will be contrasted, using contemporary examples, drawn mainly from the U.S. and New Zealand. We will also explore the dark side of leadership so will traverse historical figures such as Hitler and Stalin. A particular aspect of this course will be to focus on the psychological aspects of leadership. The course will also examine case study methodology to assist students to undertake a research paper into aspects of political leadership. Classes will combine lectures and student participation on various facets of political leadership. These discussions will be formalized once the course begins.

## **EXPECTED WORKLOAD:**

Including class contact hours, the standard University guideline for an appropriate amount of work to maintain satisfactory progress in this course is 18 hours per week.

## **COURSE READINGS**

Erwin Hargrove. 1998. *The President as Leader: Appealing to the Better Angels of Our Nature*. Kansas: University of Kansas Press. (available from Vicbooks located in the Student Union Building on Kelburn Campus, price, estimated: \$40.00).

Jon Johansson. 2005. *Two Titans: Muldoon, Lange & Leadership*. Wellington: Dunmore. (available from Vicbooks located in the Student Union Building on Kelburn Campus, price: \$34.99).

The lecturer will provide additional readings throughout the course. Students are also encouraged to read from the recommended readings list below.

## **RECOMMENDED READING:**

*Recommended readings include:*

Richard E. Neustadt. 1992. *Presidential Leadership & the Modern Presidents*. New York: The Free Press.

James MacGregor Burns. 1978. *Leadership*. New York: Harper Collins.

- Niccolò Machiavelli. 1993. *The Prince*. New York: The Free Press.
- Aristotle. 1953. *The Ethics of Aristotle*. London: Penguin.
- Erwin Hargrove. 1998. *The President as Leader: Appealing to the Better Angels of Our Nature*. Kansas: University of Kansas Press.
- James David Barber. 1992. *The Presidential Character: Predicting Performance in the White House*. New Jersey: Prentice Hall.
- Howard Gardner, with Emma Laskin. 1995. *Leading Minds: An Anatomy of Leadership*. New York: Basic Books.
- William Riker. 1986. *The Art of Political Manipulation*. New Haven: Yale University Press.
- Ian Kershaw. 1999. *Hitler – 1889-1936: Hubris*. London: Penguin.
- Ian Kershaw. 2001. *Hitler – 1936-45: Nemesis*. London: Penguin.
- Ron Rosenbaum. 1998. *Explaining Hitler: The Search For The Origins Of His Evil*. New York: Random House.
- Stephen Skowronek. 1997. *The Politics Presidents Make: Leadership from John Adams to Bill Clinton*. Cambridge: Harvard University Press.
- Thomas Carlyle. 1841. *On Heroes, Hero-Worship and the Heroic in History*. Chicago: John C. Winston.
- Leo Tolstoy. 1904. (Translated by Constance Garnett). *War And Peace*. London: Heinemann, Part II, 1275-1315.
- Dean Keith Simonton. 1994. *Greatness: Who Makes History And Why*. New York: Guildford.
- Ronald Heifetz. 1994. *Leadership Without Easy Answers*. Mass.: Harvard University Press.
- Fred I. Greenstein. 1969. *Personality and Politics: Problems of Evidence, Inference and Conceptualization*. New York: W.W. Norton.
- Patrick Weller. 1985. *First Among Equals: Prime Ministers in Westminster Systems*. Sydney: George Allen & Unwin.
- Peter Hennessy. 2000. *The Prime Minister: The Office And Its Holders Since 1945*. London: Allen Lane.

**ASSESSMENT:** One research paper (60%);  
One 3-hour examination (40%)

**RESEARCH PROJECT:** Between 7,500-10,000 words; it should be submitted no later than 5.00pm on Monday **6 October 2008**.

The mandatory course requirements for POLS 418 are (i) completing and submitting the research project for the course and (ii) mandatory attendance at 18 POLS 418 classes.

**ASSESSMENT:**

**Assessment aims** – This Honours course aims to test the ability of students to think critically about issues associated with political leadership and to construct a coherent argument out of that analysis. The end-of-year examination will assess students' overall grasp of the course content. The research paper challenges the capacity of students to design and complete independent research on a topic of their choosing within the field of political leadership and to present a significant piece of written work.

**Research Paper** – Given the reasonably specific nature of the course material, the research paper affords students the opportunity to carry out some original research of their own on topics associated with political leadership. Naturally, the topic must involve some aspect of political leadership, and is subject to approval by the course coordinator. Students are welcome to include elements of comparison with the experience of political leadership in other countries as well as New Zealand. Those having difficulty selecting a topic should make an appointment to discuss the research project with the lecturer as soon as possible.

A written research proposal (not assessed) outlining the research topic should be submitted to the lecturer by **22 May 2008**. The proposal (no more than two pages) should state the topic to be studied, and seek to frame it in the form of a research question(s) or hypotheses. The proposal should also indicate the significance of the research topic, the intended methodology, and include a preliminary bibliography.

The research paper itself should be between 7,500-10,000 words in length. There is a uniform deadline for the final submission of all written in-term work (including research papers) for honours courses. Students are advised that this deadline will be firmly adhered to; extensions will only be granted in exceptional circumstances, under the conditions stipulated in Victoria University's aegrotat regulations. Extensions must be approved by the Honours Coordinator (Professor Stephen Levine) in advance of the deadline. In 2008 the deadline will

be 5 p.m. on **Monday, 6 October**. Work not submitted by this deadline will not be taken into consideration when determining final results.

One 3-hour final examination to be scheduled during the examination period 13 October – 9 November 2008. The 3-hour examination will be essay based; that is, students will have to write three essays, drawn from a wide choice of essays questions that are related to the course content – i.e., the various theoretical frameworks and specific cases discussed during the lecture programme.

## **COURSE OUTLINE & READING LIST**

### **SECTION ONE – POLITICAL LEADERSHIP**

#### **1. INTRODUCTION (6, 13 & 20 March)**

These seminars aim to provide students with a broad, general overview of the Pols 418 political leadership course. Perennial questions associated with the study of leadership will be introduced, as will the various typologies, domains, and theories that dominate the field. An integrated leadership model will be introduced, with the primary focus of identifying the significant, constituent parts of political leadership (*i.e., the leader, the situation & the citizenry*). Research proposals and case study methodology will also be discussed during these introductory lectures. In the introductory part of the course we will also focus on the issue of domains and spotlight two exemplary leaders, Abraham Lincoln and the Mahatma Gandhi.

#### **2. HISTORICAL CAUSATION (27 March & 3 April)**

These sessions will focus on one of the perennial questions associated with political leadership; namely, to what extent does an individual influence (or be influenced by) the wider societal and historical forces at play. There will be a particular focus on Hitler and Stalin as two examples of leaders who maximized the centralization of their power structures we will also review research proposals before the mid-term break.

*Required Readings (provided)*

Thomas Carlyle. 1841. *On Heroes, Hero-Worship and the Heroic in History*. Chicago: John C. Winston.

Leo Tolstoy. 1904. (Translated by Constance Garnett). *War And Peace*. London: Heinemann, Part II, 1275-1315.

Fred I. Greenstein. 1969. *Personality and Politics: Problems of Evidence, Inference and Conceptualization*. New York: W.W. Norton.

Ian Kershaw. 1999. *Hitler – 1889-1936: Hubris*. London: Penguin.

### **MID-TRIMESTER BREAK (14 April to 27 April)**

#### **3. CLASSICAL LEADERSHIP CONCEPTIONS: NORMATIVE DIMENSION** (10 April & 1 May)

During these two sessions, held either side of the mid-trimester break, we will discuss important normative ideas associated with the study of political leadership. Aristotle's idealism will be contrasted with Machiavelli's realist critique and Shakespeare's political plays (*The Henriad*) will also be discussed to introduce a further, creative source of leadership ideas.

*Required Readings (provided)*

Niccolò Machiavelli. 1993. *The Prince*. New York: The Free Press.

Aristotle. 1953. *The Ethics of Aristotle*. London: Penguin.

#### **4. PRESIDENTIAL LEADERSHIP: THE LION & THE FOX** (8, 15, 22 & 29 May)

During this section of the course, students will examine two dominant theories of political leadership. Students will be given the opportunity of leading class discussions on different aspects of Neustadt's and Burns' theoretical frameworks. Contemporary leadership of recent US presidents, including George W. Bush, Bill Clinton, Richard Nixon, and Lyndon B. Johnson will be analyzed and discussed in relation to the theories of Neustadt and Burns.

*Required Readings (provided)*

Richard E. Neustadt. 1992. *Presidential Leadership & the Modern Presidents*. New York: The Free Press.

James MacGregor Burns. 1978. *Leadership*. New York: Harper Collins.

Erwin Hargrove. 1998. *The President as Leader: Appealing to the Better Angels of Our Nature*. Kansas: University of Kansas Press.

## **STUDY PERIOD & MID-YEAR BREAK** (2 June to 6 July)

### **5. PRESIDENTIAL LEADERSHIP (CONT'D)** (10, 17 & 24 July)

Several other leadership theories will be introduced and discussed. The primary focus of these sessions will include examining the psychological dimension of political leaders and leadership, changing cycles of politics, specific leadership skills, and collaborative leadership efforts.

*Required Readings (provided)*

Stephen Skowronek. 1997. *The Politics Presidents Make: Leadership from John Adams to Bill Clinton*. Cambridge: Harvard University Press.

James David Barber. 1992. *The Presidential Character: Predicting Performance in the White House*. New Jersey: Prentice Hall.

Howard Gardner, with Emma Laskin. 1995. *Leading Minds: An Anatomy of Leadership*. New York: Basic Books.

Stanley Renshon. 1996. *The Psychological Assessment of Presidential Candidates*. New York: NY University Press.

William Riker. 1986. *The Art of Political Manipulation*. New Haven: Yale University Press.

Ronald Heifetz. 1994. *Leadership Without Easy Answers*. Mass.: Harvard University Press.

### **6. LEADERSHIP IN A PARLIAMENTARY SETTING: THE PRIME MINISTER** (31 July & 7 August)

The focus will switch to political leadership within Westminster-styled parliamentary settings, with the New Zealand Prime Minister and her location within the doctrine of Cabinet Government being the main focus of our attention. Students will be given the opportunity of leading class discussions about Prime Ministers and political leadership. A focus on the political leaderships of Robert Muldoon, David Lange, and Helen Clark will be a major component of contrasting our leadership theories against practice.

*Required Readings (provided)*

Jon Johansson. 2002. *Political Leadership in New Zealand: In Theory & Practice*. Unpublished PhD Thesis. Wellington: VUW.

John Henderson. 'The Prime Minister,' in Raymond Miller. (ed.). 1997. *New Zealand Politics in Transition*. Auckland: Oxford University Press, pp. 72-80.

Elizabeth McLeay. 1995. *The Cabinet & Political Power*. Auckland: Oxford University Press, pp. 7-33.

Patrick Weller. 1985. *First Among Equals: Prime Ministers in Westminster Systems*. Sydney: George Allen & Unwin.

Peter Hennessy. 2000. *The Prime Minister: The Office And Its Holders Since 1945*. London: Allen Lane.

## 7. CONCLUSION & REVIEW (14 August and September 4)

We will review the leadership ideas we have learned throughout the course, discuss the costs and benefits of different leadership approaches, and review the important core constructs of political leadership, the various situational factors that impinge on leadership efforts, and also the nature of relationships between leaders and the citizenry.

### MANDATORY COURSE REQUIREMENTS:

The mandatory course requirements for POLS 418 are (i) completing and submitting the research paper for the course by the assigned date and, (ii) mandatory attendance at the registry examination.

### ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were ones own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.



*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

**Plagiarism is not worth the risk.**

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
  - suspension from class or university
  - cancellation of your mark for an assessment or a fail grade for the course.
- Find out more about plagiarism and how to avoid it, on the University's website at:

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).

## **GENERAL UNIVERSITY POLICIES AND STATUTES**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at: [http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support