



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

2011

**POLS 403:
POLITICAL LEADERSHIP:
THE GOOD, THE BAD AND THE UGLY
CRN: 18040**

Full Year Course: 28 February to 12 November 2011

Trimester Dates

End of trimester: Saturday 12 November
End of teaching: Friday 14 October
Study week begins: Monday 17 October
Beginning of aegrotat period (2/3): Monday 26 September
Exam period: Monday 21 October - Saturday 12 November

Withdrawal dates

Information on withdrawals and refunds may be found at:
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

COURSE COORDINATOR: Jon Johansson, Room 507
Level 5, Murphy Building.
(Office Hours: Thursday, 11.00am-Noon)

TIMETABLE: Monday, noon-1.50pm

VENUE: Murphy 404 (MY)

ADDITIONAL INFORMATION

When necessary, additional information about POLS 403 will be posted on the School of Political Science and International Relations Honours noticeboard, which is next to reception on the 5th floor of the Murphy Building.

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

RESEARCH PAPER: Between 7,500-10,000 words; should be submitted no later than 5.00pm on **Friday 14 October 2011.**

COURSE CONTENT:

The course content will draw on case studies from around the globe to ground the theoretical exploration of political leadership theories and ideas. A particular focus will be to contrast presidential-styled leadership systems against the Westminster-derived variant in New Zealand and elsewhere. The course will also focus on exemplary leaders drawn from across political systems and time as well as canvass history's most disastrous leaders. The content will also examine situational variables associated with the leadership dynamic, such as the notion of political cycles and of generational change, and explore the psychological dimensions of political leadership.

COURSE AIMS 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 posed, and the relationship between individual leaders and the wider societal and historical forces they encounter will be a dominant theme. Presidential and Prime Ministerial leadership theories will be contrasted, using contemporary examples, mainly from the U.S. and New Zealand. A particular aspect of this course will be to focus on the psychological aspects of leadership and on situational variables such as political cycles. 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. Upon successful completion of the course students should be able to identify and analyse:

- What political science contributes to the study of political leadership;
- Gain a normative perspective about historical causation and political leadership's contribution to movements in history;
- Major theories of political leadership, gaining an greater appreciation of leadership's contribution to political outcomes;
- Complex leadership phenomenon;

- Research skills and appreciation of different methodological approaches.

MANDATORY COURSE REQUIREMENTS

1. Students must submit their research paper by the due date;
2. Students must attend a minimum of 80% of classes throughout the academic year;
3. Students must be available to sit the final examination during the stipulated exam period.

PLEASE NOTE that **14 October** is the **FINAL DATE** on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 15 October must be sought in writing from the Head of Programme, and will only be granted for serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

NB: A student who has not satisfied the mandatory course requirements, even if the student's course mark reaches 50%, will receive a fail grade. When a student's overall course mark falls below the minimum pass mark, whether or not the mandatory course requirements have been satisfied, the standard grades of D and E will apply.

PENALTIES

Students will be penalised for late submission of essays—a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 8 days late can be accepted for mandatory course requirements but will not be marked. However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

EXPECTED WORKLOAD

In accordance with Faculty Guidelines, the overall workload for this course is 300 hours in total of reading, writing, and researching material. This includes 2 hours of seminar per week.

Final 3 hour examination

The date and time of the final examination and the list of examination rooms will be available closer to the examination period, which is Monday 21 October to

Saturday 12 November 2011. Students must be able to attend an examination at the University at any time during the formal examination period.

Academic integrity and plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification

statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

RECOMMENDED READING:

Recommended readings include:

Jon Johansson. 2005. *Two Titans: Muldoon, Lange and Leadership*. Wellington: Dunmore.

Jon Johansson. 2009. *The Politics of Possibility: Leadership in Changing Times*. Wellington: Dunmore.

Johansson, Jon. 2004. (Guest Editor). *Political Science: Special Issue on Political Leadership in New Zealand*. Vol. 56. No. 2. (December 2004).

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.

Stephen Skowronek. 2008. *Presidential Leadership in Political Time: Reprise and Reappraisal*. Kansas: University of Kansas 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:

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 they are ready.

A written research proposal (which is not assessed) outlining the research topic should be submitted to the lecturer by **Monday 30 May 2011**. 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. Papers are to be submitted no later than **5.00pm** on Friday **14 October 2011**. Assessment of research papers reflects the extent to which they are carefully presented, well written, well-researched, well-argued, interesting, creative, and thoughtful.

The 3-hour examination will be essay based; that is, students will have to write two essays, drawn from a narrow 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 (7, 14 & 21 March)

These seminars aim to provide students with a broad, general overview of the Pols 403 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 (28 March & 4 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. 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.

3. CLASSICAL LEADERSHIP CONCEPTIONS: THE NORMATIVE DIMENSION (11 April) During these two sessions 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.

<p style="text-align: center;">MID-TRIMESTER BREAK (18 April to 1 May)</p>

3. CLASSICAL LEADERSHIP CONCEPTIONS (cont'd)
(2 May)

4. PRESIDENTIAL LEADERSHIP: THE LION & THE FOX
(9, 16, 23 & 30 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 (6 June to 10 July)

5. PRESIDENTIAL LEADERSHIP (CONT'D) (11, 18 & 25 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 and specific leadership skills.

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.

6. LEADERSHIP IN A PARLIAMENTARY SETTING: THE PRIME MINISTER (1 August & 8 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. 2009. *The Politics of Possibility: Leadership in Changing Times*. Wellington: Dunmore.

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. STUDENT SEMINARS & CONCLUSION (15 August to the end of course))

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.