



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

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

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME
POLS 403: POLITICAL LEADERSHIP: THEORY AND PRACTICE
30 POINTS**

FULL YEAR COURSE: 2015

Important dates

Trimester dates: 2 March to 15 November 2015

Teaching dates: 2 March to 16 October 2015

Easter/Mid-trimester break: 3–19 April 2015

Mid-year break: 2–12 July 2015

Mid-trimester break 2/3: 24 August to 6 September 2015

Aegrotat period begins: 28 September, so at least 30% assessment due on or before Friday 25 September (or preferably by $\frac{3}{4}$ -point of course, i.e. 21 August)

Study period: 19–23 October 2015

Examination/Assessment Period: 23 October to 14 November 2015

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Lectures: Thursday, 10.00am-11.50am

Venue: KK 204

Names and contact details

Course Coordinator: Jon Johansson

Room No: MY 507

Phone: (04) 4636424

Email: jon.johansson@vuw.ac.nz

Office hours: Friday 11.00am-noon

Communication of additional information

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and seminar programme will be advised by email, announced in lectures, and posted on the course Blackboard site.

Prescription

This course will focus on fundamental questions such as what political leadership is, and when and why it matters. Classical leadership theories are canvassed, normative questions about leadership addressed, and the relationship between individual leaders and the wider societal and historical forces they encounter feature as 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. The dark side of leadership will also traverse historical figures such as Hitler and Stalin. A particular aspect of this course will be to focus on the psychological aspects of leadership, especially the master skill of discernment underpinned by a leader's character. The course will also examine case study methodology to assist students to undertake a research paper into aspects of political leadership.

Course content

The course content will draw on case studies from around the globe, and across history, to ground the theoretical exploration of political leadership theories and ideas. The significant comparative 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. A full lecture schedule is detailed at the bottom of this course outline.

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. understand theoretical underpinnings of political leadership;
2. gain an appreciation of political leadership phenomena from a comparative perspective;
3. present your research questions and findings to your peer group;
4. write a detailed and quality research paper on an aspect of political leadership.

Teaching format

This course is taught in one two-hour Lecture per week. The course is delivered over 24 weeks of lectures. The first half of the course will involve lectures and discussion as key leadership concepts and theories are examined. Students are expected to attend classes regularly, take part in class discussion, and keep up with the readings.

Mandatory course requirements

In addition to achieving an overall pass mark of 50% for the course, students must:

1. lead a seminar about their research topic (worth 10% of overall grade);
2. attend a minimum of 80% of classes and contribute to them;
3. submit a research paper (worth 50% of overall grade), and;
4. sit and achieve a minimum of 40% in the examination.

Workload

In accordance with University Guidelines, this course has been constructed on the assumption that students will devote 300 hours to the course throughout the year. An approximate indication of the hours to be spent on each component of the course is as follows:

| | |
|---------------------------------------|-----------|
| Preparation and attendance at classes | 90 hours |
| Research Topic seminar | 50 hours |
| Research paper | 150 hours |
| Examination | 10 hours |

Assessment

- 1. Research Seminar & Paper: 60%** in-term work (consisting of one research seminar, worth 10% of the overall grade and one research paper between 7,500-10,000 words, worth 50% of the overall total grade);
- 2. 40%** final three-hour examination conducted by the Faculty. The examination period will be from Friday 23 October to Saturday 14 November 2015.

| Assessment items and workload per item | | % | CLO(s) | Due date |
|----------------------------------------|---------------------------------------|-----|-------------|---------------------|
| 1 | <i>Seminar Presentation</i> | 10% | 1, 2, 3 & 4 | TBA |
| 2 | <i>Research Paper – (7,500 words)</i> | 50% | 1, 2 & 3 | 25 September |
| 3 | <i>Examination (3 hours)</i> | 40% | 1 & 2 | TBA |

Submission and return of work

All written work must be submitted in **hard copy** in the course essay box outside the School office on the fifth floor of the Murphy building. All assignments must have a Programme cover sheet attached. The due date for submission of the research paper, worth **50%** of the total grade is **5.00pm on Friday, 25 September 2015**.

The Programme's policy requires that students also submit an **electronic copy** along with the hardcopy. For this course, please email to me an electronic copy of your work on the same due date as for your hardcopy submission. The subject line of your email submission should be "POLLS 403". The email copy however does not constitute a formal submission and an email submission only will not be marked.

The timing of each seminar presentation, worth **10%** of the total grade will be arranged between the lecturer and students but will take place during the second half of the course.

Research papers will be returned at times to be advised. If students fail to attend these times, they may collect their essay from the School Office, Murphy 518 between the hours of 2.00 and 3.00 pm from Monday to Friday.

Extensions and penalties

Extensions

Late submission of **assignments** will **not be accepted** unless the student makes an appointment as soon as practically possible with the course coordinator to explain the lateness (preferably before the assignment is due to be submitted). The circumstances under which an extension will be considered are outlined in section 3.2.1 of the Assessment Handbook.

(See: www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf).

Penalties

Students will be penalised for late submission of assignments – **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 10 weekdays late can be accepted for mandatory course requirements but may not be marked. Penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary. Extensions on deadlines for written work will only be granted under exceptional circumstances.

Set texts

There is no set text for POLS 403. Course readings will be distributed to students throughout the course, as appropriate.

Recommended reading

A separate sheet detailing a comprehensive recommended reading list will also be provided to students.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

| |
|-------------------------------------|
| Class Rep name and contact details: |
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Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course...

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support

- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

LECTURE PROGRAMME: SECTION ONE – SETTING THE SCENE

1. INTRODUCTION (*12 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 to students, as will the various typologies, domains, and theories that dominate the field. Political leadership definitions and 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). Assessment expectations will also be discussed during these introductory lectures.

2. HISTORICAL CAUSATION (*19 & 26 March*)

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. Two sessions will be devoted to this core concept and a debate will be held during the second session on the moot that individual political leaders do not change history.

MID-TRIMESTER BREAK: 18 April to 4 May

3. CLASSICAL LEADERSHIP CONCEPTIONS: NORMATIVE DIMENSION (*23 April*)

During this session 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.

4. PRESIDENTIAL LEADERSHIP: THE LION & THE FOX (*30 April & 7 May*)

During this section of the course, students will examine several long-standing theories of political leadership, focusing on the U.S. presidency. Students will be given the opportunity of leading class discussions on different aspects of Richard Neustadt's and James MacGregor Burns' theoretical frameworks. Further theorists and theoretical perspectives will be introduced and students will be expected to be able to discuss a U.S. president in terms of each theoretical approach.

5. PRESIDENTIAL LEADERSHIP: THE LION & THE FOX (cont'd) (*14 & 21 May*)

6. PSYCHOLOGICAL THEORIES OF POLITICAL LEADERSHIP (*28 May*)

The primary focus of these sessions will include examining the psychological dimension of political leaders and leadership. Does an individual leader's psychologically matter? If so, in what circumstances? A number of theorists and examples will be used for this discussion.

7. LEADERSHIP IN A PARLIAMENTARY SETTING: PRIME MINISTER

(4 June)

The focus will switch to political leadership within Westminster-styled parliamentary settings, with the New Zealand Prime Minister as our main focus of our attention. Students will be given the opportunity of discussing Prime Ministerial 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.

MID-YEAR BREAK: 2 to 12 July

7. LEADERSHIP IN A PARLIAMENTARY SETTING: PRIME MINISTER (Ctd)

(16 July)

8. STUDENT SEMINARS (RESEARCH TOPICS)

(second trimester)

During this second half of the course students will receive the opportunity of leading a seminar on their research topic associated with political leadership. Each student will lead a session and early in the course students can decide when they would like to present their research. We will also 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.