

Barnard College, Department of Political Science

POLS BC3332 Exploring Political Leadership

Colloquium

Syllabus as of August 22, 2011

Fall 2011

Tues 4:10-6pm in 201 Lehman Hall

[Professor Flora S. Davidson](#)

416 B Lehman Hall (Barnard Library building)

Office Hours: Wednesdays 4:15-6 AND by appointment

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Course Description

An exploration of the relationship between political leadership and political outcomes in the United States, with special attention to how individual traits like personality, political style, ideology, gender, race and class interact with the political environment in shaping political behavior and outcomes. Beginning with an examination of classic political case studies and typologies of American presidents, we then turn to more recent studies which have incorporated issues of gender, race, and class into the study of leadership. We also look at the outcome and aftermath of the 2008 Presidential election campaign.

Learning Objectives

This course demonstrates how political scientists critically examine social structures and processes and provides students with tools for analyzing some aspects of American politics in preparation for the senior thesis. It also offers an opportunity for the further development of critical thinking, reading, writing and speaking skills.

Students who successfully complete this course will be able to:

- Engage in close reading and critical interpretation of key texts.
- Explain the debates in the political science literature on assessing political leadership.
- Understand and apply the various theories and frameworks discussed in class to a specific real-life leader.
- Complete a case-study in systematic stages, including a topic statement, annotated bibliography, outline, first draft, and final draft.
- Locate, evaluate and make use of primary source materials.
- Present cogent arguments and well-documented analyses in writing and speaking.

Readings

Additional articles and other selections may be added to this reading list. Changes will be announced well in advance in class and by e-mail. All reading assignments are required. Required readings are on reserve at the Barnard Library Reserve Room, and most articles and short selections in other books are available as PDF files which can be accessed via Courseworks. Some selections may be distributed in class. Most journal articles are also available on-line through CLIO as E-Journals on the Library web site.

Books

The following books have been ordered at the Columbia University Book Store (Barnes & Noble) and are also on reserve at the Barnard Library Reserve Room.

George A.L. and J.L. *Woodrow Wilson and Colonel House: A Personality Study*, Dover paperback, 1964.

James D. Barber, *The Presidential Character: Predicting Performance in the White House*, 4th edition, 1992. (MAKE SURE TO BUY THE 4TH EDITION)

Fred I. Greenstein, *The Presidential Difference: Leadership Style from FDR to Barack Obama*, 3rd edition, Princeton University Press, 2009.

Barack Obama, *Dreams from My Father – A Story of Race and Inheritance*, Three Rivers Press, 2004 edition

Gwen Ifill, *The Breakthrough: Politics and Race in the Age of Obama*, Doubleday, 2009.

Course Schedule

Session One: September 6 – Introduction to the study of political leadership

Discussion and screening of documentary TBA

I. Studying American Presidents – early work

Session Two: September 13 – A classic single case study

George A.L. and J.L. *Woodrow Wilson and Colonel House: A Personality Study*, Dover paperback, 1964, pp. 3-315 only.

Session Three: September 20 – Theoretical Underpinnings and critiques of the Georges

Fred I. Greenstein, “Can Personality and Politics be Studied Systematically?” *Political Psychology*, Vol. 13, No.1, 1992, 105-128. (PDF on Courseworks)

Stanley A. Renshon, “Psychoanalyzing Presidents Without a Couch” Working Papers 2004, Center for Public Leadership, JFK School of Government, Harvard University. (PDF on Courseworks)

Georges, *Woodrow Wilson and Colonel House.....*, Preface to Dover edition (pp. v-xiv) and Research Note , pp 317-322. (PDF on Courseworks)

Weinstein, Anderson and Link, “Woodrow Wilson’s Political Personality: A Reappraisal,” *Political Science Quarterly*, Winter 78-79, Vol. 93, No.4, 585-598. (PDF on Courseworks)

George, J & A. Woodrow Wilson & Col. House: A Reply to Weinstein, Link and Anderson,” *Political Science Quarterly*, Winter 81-82, Vol. 96, No.4, 641-665. (PDF on Courseworks)

II. Gender and Leadership

Session Four: September 27 – Why Gender Matters

Research Paper – Topic Statement due Monday, September 26 at 9 am

Lori Cox Han, *Women and American Politics: the Challenges of Political Leadership*, New York: McGraw Hill, 2007. Chapters 1,2,4,5,6 & 8. (PDF on Courseworks)

Georgia Duerst-Lahti and Rita Mae Kelly, editors, *Gender Power, Leadership, and Governance*, Ann Arbor, The University of Michigan Press, 1996 (paper). Intro, Chapters 1, 3, and 11. (PDF on Courseworks)

Ken Auletta, “A Woman’s Place: Annals of Communications,” *The New Yorker*, July 11, 2011, Volume 87, Issue 20. (Profile of Sheryl Sandberg of Google) (PDF on Courseworks)

III. Studying American Presidents – other models

Session Five: October 4 – A Classic Typological Study

James D. Barber, *The Presidential Character: Predicting Performance in the White House*, 4th edition, 1992; Chapters 1 thru 7 (pp 1-193); Chapter 9 thru 11 (pp 268-385); Beyond Character on p. 397; and Chapter 15 (pp 484-492). (MAKE SURE YOU READ THE 4TH EDITION – BECAUSE THE CHAPTERS ARE DIFFERENT IN EARLIER EDITIONS.)

Excerpts from Barber’s 3rd edition responding to critics - dropped in 4th edition (pp 506-541) (PDF on Courseworks)

Session Six: October 11 – A More Recent Typological Study

Research Paper – Annotated Bibliography due in class

Fred I. Greenstein, *The Presidential Difference: Leadership Style from FDR to Barack Obama*, 3rd edition, Princeton University Press, 2009. (paperback)

Session Seven: October 18 - Alternative Approaches

Irving L. Janis, *Groupthink*, 2nd edition, 1982, Houghton Mifflin paperback. Chapters 1, 2, 6 and 8 through 11. (PDF on Courseworks)

Richard M. Pious, “Why do Presidents Fail?” *Presidential Studies Quarterly*, Dec 2002; 32,4; 724-742. (PDF on Courseworks)

IV. Race, Gender and Leadership

Research Paper – 3 page outline due between October 25 – November 2. Bring to meeting with Prof. Davidson that you schedule during that time period.

Session Eight: October 25 – Barack Obama – Early Impressions

Barack Obama, *Dreams from My Father – A Story of Race and Inheritance*, Three Rivers Press, 2004 edition (paper).

Ryan Lizza, “Making It; The Political Scene: Where Barack Obama learned to be a pol.” *The New Yorker*, July 21, 2008, Vol 84, Issue 21. (PDF on Courseworks)

Optional: If you wish to read an excellent biography of Barack Obama, see David Remnick, *The Bridge: The Life and Rise of Barack Obama*, NY: Alfred A. Knopf, 2010.

Session Nine: November 1 – The Evolution of Black Leadership

Ronald W. Walters and Robert C. Smith, *African American Leadership*, Albany: State University of New York Press, 1999. pp. 69-86 and pp. 223-258. (PDF on Courseworks)

Andra Gillespie, “Meet the New Class: Theorizing Young Black Leadership in a ‘Post-Racial’ Era”, in Andra Gillespie, ed. *Whose Black Politics? Cases in Post-Racial Black Leadership*, Routledge, 2010, pp. 9-42.

Matt Bai, “Is Obama the End of Black Politics?” *The New York Times*, August 10, 2008. (PDF on Courseworks)

David Remnick, “The Joshua Generation; A Reporter at Large” *The New Yorker*, November 17, 2008, Vol. 84, Issue 37. (PDF on Courseworks)

Session Ten: November 8 (Fall Election Break – No Class)

Session Eleven: November 15 – Reflections on Race and Gender and the Future of Black Leadership

Gwen Ifill, *The Breakthrough: Politics and Race in the Age of Obama*, New York: Doubleday, 2009. Chapters 1- 4 and 7-10 + Conclusion.

Randall Kennedy, *The Persistence of the Color Line: Racial Politics & The Obama Presidency*, NY: Pantheon Books, 2011; Introduction (pp 3-35) and chapters 6-8 (pp 196-277). (PDF on Courseworks).

V. Class Presentations of Research Papers

**Sessions Twelve – Fourteen: November 22, November 29 and December 6.
1st draft of Research Papers Due (posted on Courseworks) by 9am on Monday
before assigned class.**

The class will be divided into groups. Each class will feature a panel of student presenters. Each panelist will make a brief presentation of the 1st draft of her research paper, to be followed by questions, comments, and suggestions during class discussion. **Reading Assignment:** Student Papers posted on Courseworks by 9am on the Monday morning before each class.

Course Requirements and Grading

Participation and weekly written responses to the assigned readings	30%
Essay and class presentation on one week's assigned reading	10%
Research Paper (20-25 pages)	50%
(Topic statement = 5%; Annotated draft bibliography = 5%; Outline = 5%; and 1 st and 2 nd draft of Paper = 35%)	
Class presentation of first draft of research paper	10%

Participation and Weekly responses (30%)

The success of the colloquium depends on the active participation of each and every member, meaning attendance at every session and thoughtful contribution to our discussion based on thorough preparation of the assigned readings for each week. Since we meet only once a week, more than one unexcused absence will affect your grade for the course.

Beginning with the 2nd class on Tuesday, September 14, by 9am on each Tuesday morning before class, each student will send Prof. Davidson (via e-mail) no more than three discussion questions (no more than one page double spaced) which will be used to shape class discussion. These questions should raise provocative and important questions prompted by the week's assigned reading, and should let me know about the issues presented by the readings which are of most concern or interest to you. Remember, quality is much more important than quantity, and the maximum is THREE questions. One or two superb and well articulated questions would also be acceptable. Your questions should demonstrate critical reading and thoughtful engagement with the texts and you should be attempting to integrate concepts and make connections across readings from week to week.

Essay and Presentation on Assigned Reading (10%)

At least once during the semester, INSTEAD of the weekly discussion questions, each student will write a short (4 to 5 pages double spaced) essay on the assigned weekly reading, due at the start of the class on the assigned day. Topics will be chosen by students at the second class meeting. On the assigned day, the student(s) will start the class with a well organized 8-10 minute presentation based on the accompanying paper.

If you are using a Powerpoint presentation – do not prepare more than 5 slides with bullet points only. In your paper (and your Powerpoint), you SHOULD NOT simply summarize the readings (the assumption is that everyone will come to class having completed the assigned reading) but you SHOULD HIGHLIGHT THE MAIN POINTS, and offer your reasoned interpretation of what you read, supported by page references. Include reactions, critical observations, or commentaries on the themes, topics and questions that are brought up by the readings and merit further discussion. This assignment should enable you to demonstrate critical reading and thoughtful engagement with the texts, integrate concepts and make connections across readings, and sharpen your presentation skills.

Research Paper (50%)

Students will write a major research paper (20-25 pages double spaced) on a topic chosen in consultation with Prof. Davidson during her office hours. Detailed instructions will be provided separately.

Summary due dates:

Topic Statement (1-2 pages)	Monday, September 26 at 9am
Annotated draft bibliography	October 11
Outline (3 pages)	Oct 25 thru Nov 2 (bring & discuss with Prof. Davidson, during scheduled appointment.)
1 st draft of paper (posted on Courseworks)	9am on Nov 21, 28 or Dec 5
Class presentation of 1 st draft of paper	Nov 22, 29 or December 6
2 nd & final draft of paper (posted on Courseworks)	Monday, Dec 12 by noon

Extra Credit Opportunities

Attendance and submission of a one page response paper for up to two public events relevant to this course during the semester. For example: **Activism and the Academy-Celebrating 40 Years of Feminist Scholarship and Action:** A conference in honor of the 40th anniversary of the Barnard Center for Research on Women, Friday-Saturday, September 23-24, 2011. Register at bcrw.barnard.edu/event/activism-and-the-academy/.

Barnard Speaking Fellows

Barnard Speaking Fellows work with groups of students in speaking intensive courses to develop their presentation and leadership skills. One of the requirements of this course is participating in two Speaking Fellow sessions, Session One: Presentation Fundamentals and Session Two: Presenting Emerging Research. Speaking Fellows sessions are offered at a variety of times every week, throughout the semester. Sign-up is online through the Speaking Fellows website at www.barnard.edu/speaking. Scroll down to the bottom of the homepage for the link to the online scheduler. The sign-up period for the Fall 2011 semester is Thursday, September 15th at 12pm through Friday, September 30th at 12pm. Please note that you will only be allowed to sign up for sessions within this interval. All sessions start promptly, so be on time. The learning is experiential, cumulative, and based on the group dynamic, so it's important that everyone is there from the start. If you arrive after your scheduled start time, you may not be permitted into the session. If you have any questions about the program, please contact its Coordinator, Cecelia Lie, at clie@barnard.edu, or by phone at 212-854-8941.

Honor Code

This course will observe the Barnard College Honor Code. Approved by the student body in 1912, the Code states:

We, the students of Barnard College, resolve to uphold the honor of the College by refraining from every form of dishonesty in our academic life. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any papers or books not authorized by the instructor in examinations, or to present oral work or written work which is not entirely our own, unless otherwise approved by the instructor. We consider it dishonest to remove without authorization, alter, or deface library and other academic materials. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

The issue of academic integrity is taken very seriously. If you have any questions about any aspect of doing honest academic work, please don't hesitate to ask Prof. Davidson. No question is too minor. Any student found to have violated the Honor Code will face the disciplinary rules of her or his home college.

Disabilities

Students with disabilities who will be taking this course and may need disability-related accommodations are encouraged to see Prof. Davidson during her office hours as soon as possible. Students who need test or classroom accommodations must be registered in advance with the Office of Disability Services (ODS) at Barnard, or the Columbia equivalent.

Classroom Etiquette

The colloquium is an intimate setting where we will be analyzing texts in-depth, so please do not bring any laptops to class. The emphasis will be on group discussion and engagement with each other's ideas; laptops are not necessary or conducive to this purpose. Each class session will begin promptly at 4:10pm; as a matter of respect for your peers and the instructor, please be on time.

Please do not bring your lunch, dinner, or noisy, aromatic foods to class. Water and beverages in sealed containers are fine. All cell phones and similar electronic devices must be turned off for the full duration of the class. Students whose phones ring during class will be asked to leave.