Leadership in International Contexts
LDST 307-01 / IS 350-01

Spring 2012
Course Syllabus

Instructor: Dr. Douglas A. Hicks
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Office hours: Wednesday, Friday 3:00 – 4:00 p.m. and by appointment

Class meeting time: Wednesday, Friday 9:00 – 10:15 a.m.
Location: Jepson Hall 102

Learning Objectives

This course should enable students to:
- Gain broad, critical knowledge of contemporary international events, trends, and processes
- Explore the dynamics of leader/follower relations within and across cultures
- Analyze the validity of American leadership theories in other cultures
- Understand how values and methods of communication shape leadership, considering possibilities and limitations for cross-cultural bridging
- Speculate on the relative and/or universal characteristics of good leadership
- Consider questions like globalization, development, poverty, and gender in cross-cultural perspective
- Increase understanding of one’s own identity(ies) and culture(s) through cross-cultural study and engagement

Statement of Course and Its Purposes

This course examines the complex issues related to leading and following in international and fully global contexts. As students learn throughout the Leadership Studies curriculum, the practice of effective and moral leadership requires attention to particular contextual and situational factors. Relevant factors include the needs and worldviews of leaders and followers and various dimensions of culture. Broadly understood, this course applies and extends that basic insight to international leadership. As we shall see, the term “international” can refer to various forms of leadership. Leadership may require a person (or team of persons) to lead in a cultural, religious, political and economic context other than one’s own—for instance, a U.S.-American leader works in Thailand, or a Thai leader works in the United States. Alternatively, international leadership can entail addressing cross-national problems—such as when Peruvian and Bolivian leaders negotiate a border dispute. Or it may involve leaders from most of the countries of the world coming together to coordinate an initiative on an issue—like the environment or trade—that is itself multi-national or even global in scope. We shall explore such a variety of international leadership.
A significant portion of the course is dedicated to understanding contemporary events, trends, and conditions. The course critically examines the processes of globalization, democratization, balkanization, and economic and human development. In addition, students will follow international news in either The New York Times or The Washington Post. Short, weekly quizzes on Fridays will be based on this press coverage of international events. Following current news will allow us to employ theories and approaches to leadership in order to understand contemporary international leadership.

Our study will include examinations of cross-cultural ethics. We will seek to understand how culture and identity inform and shape persons’ moral worldviews and methods of interaction. In addition, we will critically engage with thinkers who offer—individually and collectively—their own normative conceptions for constructing cross-cultural ethics or even some form of a “cosmopolitan” or “global” ethic.

Further, we will examine not just how practices of effective and ethical leadership vary across nations and cultures, but also the ways in which leadership theory itself is culturally dependent. How are terms such as leaders, followers, managers, citizens, and clients seen differently in distinct nations and cultures? We will explore this question with the view that understanding “local” perceptions and conceptions is closely related to good leadership practice.

The course employs a variety of teaching and learning techniques, most of which require a high level of student participation. These techniques are intended to challenge the students to think critically and imaginatively about the international and cross-cultural dimensions of leadership. This course is a shared intellectual enterprise among the students and the instructor. It is the aim of this course (and other Jepson School courses) to move beyond the traditional classroom learning environment and to weave practical leadership experiences, actual leadership problems and scenarios, interaction with practicing leaders, and self-assessment along with critical reflection on the course texts.

Notes on Grading Procedures and the Honor System

The deadlines for assignments are designed to create a framework in which students are treated fairly and equally and in which they are able to complete all assignments during the course of the semester. Requests for extensions will be granted only under dire circumstances. Assignments will be penalized by one full letter grade (e.g., B to C) for each day they are late. Quizzes may not be made up, and examinations missed due to unexcused absences may not be rescheduled. Please note that any difficulties or problems should be brought to the instructor’s attention as soon as possible—and before the deadline or scheduled exam.

The Jepson School supports and adheres to the provisions of the Honor System as sanctioned by the School of Arts and Sciences. Every piece of written work in this course must have the word, “Pledged,” along with the student’s signature, signifying the following: “I pledge that I have neither given nor received unauthorized assistance during the completion of this work.”
Texts

Required texts of the course, available for purchase at the UR bookstore, include:


Other required readings will be placed on reserve online.

Course Components and Requirements

Class Contribution (20% of course grade)

The first mark of a successful course is the active participation of each member of the class. Students are expected to attend—and arrive promptly for—all class meetings and to engage fully in the discussions and activities. The course may also include events outside of class time. The key element of class discussion is quality, not quantity, of participation. Each student will be responsible for leading discussions during the course of the semester.

Cell phones, BlackBerrys, etc., must be turned off or to silent mode. Students are permitted to use their laptops to take notes, but they are not permitted to use any electronic device for texting, sending IM, emailing, Web surfing, etc. It is by now counter-cultural to switch our brains to “all distractions off” mode—but this kind of focus is needed in order to accomplish the goals of our course.

Students will be penalized by three percentage points from their final grade for each unexcused absence beyond one absence.

International News (weekly quizzes—10% of course grade)

An integral part of this course is the daily reading about international events. To that end, students should develop a routine for reading either *The New York Times* or *The Washington Post*. Short Wednesday quizzes will ask straightforward questions about significant news stories reported in the past week.

Students may obtain the *Times* or *Post* in a number of ways:

1. Daily *Times* and *Post* papers are available around campus in the Newspapers in Education program.

2. Students living off campus may subscribe for home delivery of *The New York Times*. Call 1-800-NYTIMES to arrange this service.
3. The *Times* and *Post* have online versions of the papers at these respective URLs: www.nytimes.com and www.washingtonpost.com. From these websites, students may sign up for a free service that sends them international headlines each day from these newspapers.

Short quizzes will be given at the beginning of class every Friday. While quizzes may NOT be made up, a student’s two lowest scores will be dropped from the calculation of his or her grade.

**Research Paper Examining an International Leader or Issue (25% of course grade)**

Throughout the semester, students are expected to follow an international leader or issue, drawing upon concepts and readings of the course to analyze the person or issue from the perspective(s) of leadership studies. A 1-page proposal of the topic and approach is due on **February 22**. The final paper, of 10 typed, double-spaced pages, is due on **April 11**. Each student will make a presentation of her or his work near the end of the semester.

**Midterm and Final Examinations (45% of course grade [20%+25%])**

A midterm examination will be taken in class on **February 29** and a final examination will be administered during examination week. These exercises will focus on assigned readings and in-class discussions.

**Map Test** (Pass-Fail; passing grade required in order to complete the course)

A pass-fail component of the course is a map test, to be administered at the beginning of class on **January 25**. The purpose of this exercise is to assure that students have a necessary background knowledge of the world’s nation-states.

In order to pass, students must successfully identify 70% of the nations, including at least 50% of nations on each continent. A study guide (practice exam) will be issued to help in preparation for the test. (Retakes, if necessary, will be scheduled for out-of-class time.)

**Topics and Assignments** (Subject to change as the course progresses)

**Part I: Challenges and Contexts for Leadership: Contemporary Global Issues**

**Wednesday, January 11:** Introduction to the course
No assignment

**Friday, January 13:** Globalization and Huntington’s thesis
Read syllabus in its entirety; bring any questions to class.
Douglas Hicks, “Globalization,” (available online at UR Libraries, Research Databases; search Encyclopedia of Leadership, vol. 2, for “Hicks”)
Samuel Huntington, “The Clash of Civilizations?” (on reserve)

**Wednesday, January 18:** Economic aspects of globalization
Sachs, *Common Wealth*, chapters 1-3

**Friday, January 20:** Environmental Challenges
Sachs, *Common Wealth*, chapters 4-6
Wednesday, January 25: Demographic Challenges

**Map Test given at beginning of class (see above for description)**
Sachs, *Common Wealth*, chapters 7-8

Friday, January 27: Poverty
Sachs, *Common Wealth*, chapters 9-10
United Nations Development Programme (UNDP), texts TBA

Wednesday, February 1: Social Welfare and Foreign Policy
Sachs, *Common Wealth*, chapters 11-12

Friday, February 3: Leadership for a Global Common Good
Sachs, *Common Wealth*, chapters 13-14

**Part II: Culture and Leadership**

Wednesday, February 8: What is Culture?
Hofstede *et al.*, *Cultures and Organizations*, chapters 1-2

Friday, February 10: Dimensions of Culture: Equality and Collectivism
Hofstede *et al.*, *Cultures and Organizations*, chapters 3-4

Wednesday, February 15: Dimensions of Culture: Gender and Uncertainty Avoidance
Hofstede *et al.*, *Cultures and Organizations*, chapters 5-6

Friday, February 17: Dimensions of Culture: Long-Term Orientation and Happiness
Hofstede *et al.*, *Cultures and Organizations*, chapters 7-8

Wednesday, February 22: Organizations and Culture
1-page Statement of Research Topic due
Hofstede *et al.*, *Cultures and Organizations*, chapters 9-10

Friday, February 24: Cross-Cultural Interactions and Transitions
Hofstede *et al.*, *Cultures and Organizations*, chapters 11-12

Wednesday, February 29: Midterm examination
Midterm examination to be written in class

Friday, March 2: Catch-up Day
Assignment TBA

SPRING BREAK
Part III: A “Cosmopolitan” Ethical Framework

Wednesday, March 14: Moral Conversation
Appiah, *Cosmopolitanism*, introduction, chapters 1-3

Friday, March 16: Moral Disagreements
Appiah, *Cosmopolitanism*, chapters 4-5

Wednesday, March 21: Cultural “Contamination”
Appiah, *Cosmopolitanism*, chapters 6-8

Friday, March 23: Terrorists and Strangers
Appiah, *Cosmopolitanism*, chapters 9-10

Part IV: Cosmopolitanism and Patriotism

Wednesday, March 28: Cosmopolitanism defined
Nussbaum *et al.*, *For Love of Country*, Cohen’s preface (vii-viii); Nussbaum’s essay (pp. 2-17)
Hans Kung, ed., “Declaration Toward a Global Ethic” (on reserve)

Friday, March 30: Critical responses to Nussbaum
Nussbaum *et al.*, *For Love of Country*, essays by Barber (pp. 30-37), Gutmann (pp. 66-71),
Pinsky (pp. 85-90), Wallerstein (pp. 122-124), and Walzer (pp. 125-127)

Wednesday, April 4: Cosmopolitanism restated
Nussbaum *et al.*, *For Love of Country*, reply by Nussbaum (pp. 131-144)
Suggested additional reading: Amartya Sen, *Development as Freedom*, chapter 10 (on reserve)

Friday, April 6: Catch-up Day
Assignment TBA

Wednesday, April 11: Student presentations—day 1

Friday, April 13: Student presentations—day 2

Student Presentations II

Wednesday, April 18: Student presentations—day 3

Student Presentations III

Friday, April 20: Wrap-up and conclusions
Assignment TBA

Final Examination:
Saturday, April 28, 9:00 a.m. – 12:00 noon