Political leaders matter. They foster ideas, generate resources, set priorities, frame issues, manage institutions, communicate with and organize people, develop strategy, implement tactics, build coalitions, and help to create, manage, or halt change. The personal skills, experiences, and talents a political leader brings to a position of leadership make a difference. But context also matters. Constitutional law, institutional arrangements, cultural norms, historical precedent, and a variety of political conditions may facilitate or disrupt the goals and plans of political leaders. Thus political leadership (however defined) requires attention to the personal qualities and abilities of individual leaders and the context within which they operate. Leadership is particularly challenging in representative governments.

In this course we seek to understand how leadership goals, styles, and strategies are affected by leader qualities and varying contexts. We will develop conceptual notions of leadership and apply them to leaders functioning at different levels of government, within different institutions of government, within different political and cultural contexts, and across different issues.

Readings


Other readings as noted below under class schedule.
Assignments

- Short paper on Gates’ editorial – see question below under January 13 (5%)
- Short paper on the debates – see question below under January 20 (5%)
- Short research paper on a presidential candidate, due Feb 10 – see research question below (20%)
- Short research paper on a female leader – due March 30, see research question below (20%)
- Two response papers for each of three groups of students – see assignment dates below (15%)
- Final Exam (20%)
- Class Participation (15%)

Groups organized for response papers
Group 1: Michael Barrett, Timothy Benedict, Camden Cassels, Rohan Dalal, Erin Dunstan, and Thomas Evans
Group 2: Ali Grogan, Winfield Hahn, Caitlin Hering, Molly Johnson, Yasmine Karam, and Kyle Lauletta
Group 3: Joseph Kilgallen, Oliver Lee, Bobby McCurdy, Jack Nicholson, Kelly Quinn, and Brandon Waller

Class Schedule

January 13: Introduction: Personal Qualities and Political Context

Viewing: Watch President Obama’s final State of the Union Address. What does the speech reveal about presidential leadership? (The address airs live on Tuesday, January 12 at 9 PM.)

Reading and Writing: Read Robert Gates, “The Kind of President We Need,” Washington Post, Dec 12, 2015, at: https://www.washingtonpost.com/opinions/the-kind-of-president-we-need/2015/12/03/a4bd5e68-979e-11e5-94f0-9eaff906ef3_story.html/ Write a short (one paragraph) commentary about the essay. To what extent do you agree with Gates?


January 20: The Purpose of Political Power (and Presidential Debates)

Reading: Machiavelli, The Prince (all)

Viewing: Republican presidential candidate debate, Thursday, January 14; and the Democratic presidential candidate debate, Sunday, January 17.
writing: Based on your viewing of one of the two debates, write a short paper (about 300-500 words, 1-2 double spaced pages) from the vantage point of leadership ability: which candidate seems to have the best leadership qualities, and why?

january 27: presidential leadership in context


writing: (Group 1). Write a 300-600 word (1 to 2 page(s)) response to the reading. What points from the reading are most important, and why? Think critically about the main arguments and evidence and formulate at least one question for discussion.

February 3: presidency and congress


writing: (Group 2). Write a 300-600 word (1 to 2 page(s)) response to the reading. What points from the reading are most important, and why? Think critically about the main arguments and evidence and formulate at least one question for discussion.

February 10: leaders in the 2016 presidential campaign


writing: Write a short research paper (1200-1500 words—about 4-5 double spaced pages, not including endnotes or references) on one of the Republican or Democratic presidential candidates. Based on public statements, advertisements, factual information, media reports, biographies, and survey information, describe the candidate’s strengths and weaknesses in terms of his/her personal qualities. (Hess lists the following desirable qualities: intelligence, executive talent, personal virtue, personal skills/intuition, trust, and ambition (for the nation). How well do you think the candidate fits for the context facing the next president? What kind of leadership style can be expected of the candidate? (Use factual information, relevant data, references, examples, and quotations as evidence to support your claims.)

guest: Christer Perrson, retired career Swedish Diplomat and Ambassador
February 17: Congressional Leadership


Writing: (Group 3). Write a 300-600 word (1 to 2 page(s)) response to the reading. What points from the reading are most important, and why? Think critically about the main arguments and evidence and formulate at least one question for discussion.

February 24: Congressional Leadership

Reading: Strahan, *Leading Representatives*, Chapters 4-6.

March 2: Advocacy Leadership: Turning Ideas Into Action

Reading: Forthcoming

Quest: Mr. Tripp Wellde, Founder and Principal of *Intellectus Coaching and Consulting*, formerly an organizer and strategist on Barack Obama’s 2008 and 2012 presidential campaigns.

March 4: Spring Break

March 16: City Politics and Mayoral Leadership in Philadelphia

Reading: Bissinger, *A Prayer for the City*, Prologue and Chapters 1-8

Writing: (Group 1). Write a 300-600 word (1 to 2 page(s)) response to the reading. What points from the reading are most important, and why? Think critically about the main arguments and evidence and formulate at least one question for discussion.

March 23: Richmond City and Philadelphia


Quest: Dr. Thad Williamson, Director, Richmond Office of Community Wealth Building Associate Professor of Leadership Studies and Philosophy, Politics, Economics & Law (tenured), University of Richmond
Writing: (Group 2). Write a 300-600 word (1 to 2 page(s)) response to the reading. What points from the reading are most important, and why? Think critically about the main arguments and evidence and formulate at least one question for discussion.

March 30: Finish Mayoral Leader and Study of Gender and Political Leadership

Reading: Bissinger, *A Prayer for the City*, Chapter 14-18 and Epilogue
Writing: Write a short research paper (1200-1500 words—about 4-5 double spaced pages, not including endnotes or references) on a female political leader. Describe the leaders personal leadership qualities, tactics, and the context within which she was/is operating. Based on your research and analysis in this case, that difference does gender make in terms of leadership? (Use factual information, relevant data, references, examples, and quotations as evidence to support your claims.)

April 6: Leading Political and Social Change in the South

Reading: Wilder, *Son of Virginia: A Life in America’s Political Arena* (all); Martin Luther King, Letter from Birmingham Jail, August 1963 (available under Content in Blackboard).
Writing: (Group 3). Write a 300-600 word (1 to 2 page(s)) response to the reading. What points from the reading are most important, and why? Think critically about the main arguments and evidence and formulate at least one question for discussion.

April 13: Leadership in State Government


Quest: Dr. Tom Morris, President of the Virginia Foundation for Independent Colleges and formerly Virginia State Secretary of Education

April 20: Governors and Legacies of Leadership


April 30 (2-5PM) Final Exam

Course Policies and Expectations

Evaluation of Writing Assignments
I invite anyone to discuss assignments with me before submitting a final draft, and I am eager to work with any student who wishes to improve his/her writing skills. Once a paper is submitted, it will be evaluated on the basis of content and style. In terms of style, papers shall be evaluated in terms of clarity, organization, precision, and rigor (for details on these criteria, see the handout, *How to Write an A Paper* in Blackboard under Assignments).
Grading Policy and Expectations
A 10-point scale with letter grades ranging from “A” to “F,” including pluses and minuses, will be applied to each assignment and the final course grade. A grade in the A range (100-90) is “excellent,” B (89-80) “good,” C (79-70) “average,” D (69-60) “below average,” and F (59 or below) “failing.” I do not allow additional work for extra credit. Every student will have ample opportunities to make a worthy grade and I will be happy to discuss your progress at any time during the semester.

Bearing in mind that no preconceived system can entirely remove subtle judgment about from grading decisions, the following guidelines will be used to assign paper grades:

• **A** stands for “excellent.” Excellent papers meet the expectations set forth in the *How to Write an A Paper* document; i.e., the paper is well structured, clear, precise, and rigorous (see the handout for details). The paper meets all the requirements of the assignment, draws correct inferences, and includes sufficient evidence to support the main points of the journal or paper. All references are properly cited. A’s are difficult to come by, as they should be, but they are attainable and I hope everyone aspires to perform at this level.

• **B** means “good.” A good paper is generally well written, but falls short on one of the dimensions of excellent writing, i.e. the structure is awkward, a few points are unclear or imprecise, or the evidence for supporting the argument could be more substantial and compelling. Faulty citation, assuming other aspects of the paper are fine, might also result in a B. B’s are more common, but they are not guaranteed.

• **C** means “average.” An average paper comes up short on more than one of the key dimensions of excellent writing. The C may advance an imprecise or vague thesis, or fail to cite any literature in the case of journals. The C paper typically provides insufficient or inconsistent evidence, or makes unsubstantiated inferences. Faulty citation, in addition to other problems, might also result in a C. C’s are normally avoidable, but rather common. Fortunately, for the persistent student, C level work can be overcome with improvement and hard work.

• **D** means “poor.” A poor paper generally reflects minimal effort and misses on more than two of the key dimensions of excellent writing. The D paper typically lacks a main point and references to the literature, and is normally unclear or imprecisely written and is usually poorly proofread; it may also contain improper citation of sources. UR students should not submit D papers, but they sometimes will. Many times the D is partly a consequence of tardiness. Painful as it is, the Professor is bound to report the bad news on such occasions. Let us hope such occasions are extraordinarily rare.

• **F** means “failure.” In order to attain this notorious feat, one must fail on almost all of the key criteria, though normally only late papers of poor or average quality descend to this level.

Note: I use plus (+) and (-) grades to demarcate levels of excellence, goodness, mediocrity, poor work, and failure, though the A+ is not available.

Citation of Sources and Plagiarism
For citations, use the *Chicago Manual of Style* author-date/in text and bibliography format: http://www.chicagomanualofstyle.org/tools_citationguide.html.

The University of Richmond Honor Councils defines plagiarism as: “The use of words/facts/ideas that are not one’s own without proper acknowledgement.” (see http://provost.richmond.edu/faculty-resources/pdf/honor_system_guide.pdf, p. 4.)

Suspected cases of plagiarism will be reported to the Honor Council. Please avoid this unhappy situation. My advice is simple: when in doubt, cite the source and always provide page numbers for direct quotations. NEVER directly insert language from another source without quotation marks or paraphrase such language without a citation, including a page number.

**Late Policy**

Unless I decide to extend a deadline, assignments are due on the dates and times marked on the syllabus. An assignment that arrives after the specified time earns a penalty of one full grade deduction per day. Any assignment submitted 72 hours or more the due date receive a failing grade. If this happens, you should still hand in a paper even if the grade will be an F because half credit is better than none in terms of the final course grade.

Please realize that I am flexible in cases of emergency. Contact me if special circumstances (illness, family emergency or other personal trauma) prevent you from completing class work on time. Emergencies, however, do not include: weekend trips, social engagements, extracurricular activities, or excessive workload. The University has resources for students who have trouble with time management; if you are having difficulty, please visit the appropriate office: Academic Skills Center, Counseling and Psychological Services, or the Dean.

**Awarding of Credit**

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities. [http://registrar.richmond.edu/services/policies/academic-credit.html](http://registrar.richmond.edu/services/policies/academic-credit.html)

**Disability Accommodations**

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams. [http://studentdevelopment.richmond.edu/disability-services/policies.html](http://studentdevelopment.richmond.edu/disability-services/policies.html)

**Honor System**

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.” [http://studentdevelopment.richmond.edu/honor/](http://studentdevelopment.richmond.edu/honor/)

**Religious Observance**

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance. [http://registrar.richmond.edu/planning/religiousobs.html](http://registrar.richmond.edu/planning/religiousobs.html)