**POLS 450: Leadership & Decision Making**

**DePauw University – Spring 2013**

Dr. Maryann Gallagher

maryanngallagher@depauw.edu

Office: Asbury 103

Office Hours: Tuesdays 3-4pm, Wednesdays 9:30-11am.

Course Overview:

In this seminar we will explore the question: *does who leads matter*? We will begin by discussing the meaning of leadership and the evolution of the study of leaders in political science. We will consider the different models that political scientists use to explain decision-making including rational choice, prospect theory, principal-agent models, cognitive psychology, and personality-based theories. While the focus of our examination will be the influence of leaders, our discussions throughout the semester will draw on the factors beyond the individual-level of analysis that affect political outcomes (e.g., situation, advisors, history, etc.). After spending the first half of the course reviewing the foundational theories of leadership and decision making we will spend the latter half of the semester addressing leadership in the United States. In particular we will focus on leadership in two different offices – the Presidency and the House of Representatives – and we will examine the influence of factors such as personality, gender, historical circumstances, and prior experiences on the decision making of leaders in these positions. We will also discuss whether there have been changes in women’s political leadership, what has caused/impeded such changes, and what the future holds.

In class we will explore research on leaders and decision-making from several different epistemological perspectives in order to help you to develop an appreciation for the different methodologies that can be used to study leaders. This course is the culmination of your studies as a political science major and will thus rest heavily on your previous knowledge in the major subfields of the discipline. In addition to immersing you in the literature on leadership, a key objective of this course is to apply the social science skills you have acquired over the past four years to writing a senior thesis.

Courses Requirements:

* **Readings**: You are expected to have read and digested all of the readings for the week prior to coming to class. On occasion an article relevant to the topic we are covering will be published and I will assign it on short notice. In that case I will email you an announcement and post the article on the moodle page.

There are 3 **required** texts:

* Jerrold Post, Ed. 2005. *The Psychological Assessment of Political Leaders.* University of Michigan Press: Ann Arbor. ISBN 978-0472068388
* Stephen Skowronek. 2011. *Presidential Leadership in Political Time: Reprise and Reappraisal*. University Press of Kansas. ISBN: 978-0700617623
* Graham Allison and Phillip Zelikow. 1999. *Essence of Decision: Explaining the Cuban Missile Crisis*. New York: Longman. ISBN: 978-0321013491

There are 2 **suggested** texts:

* Ronald M. Peters and Cindy Simon Rosenthal. 2010. Speaker Nancy Pelosi and the New American Politics. Oxford University Press. ISBN 978-0195383737
* Anne Kornblut. 2010. *Notes From the Cracked Ceiling: Hilary Clinton, Sarah Palin, and What it Will take for a Woman to Win*. New York: Crown. ISBN: 978-0307464255

**\*\*All other readings can be found on Moodle, unless otherwise noted.**

**\*\* In addition, it is expected that you stay up to date on current events.**

* **Grading**:

Participation 10%

Weekly Questions 7%

Analytical Essays (3) 27%

Presentations 16%

Final Paper 40%

* **Participation**: ***Simply showing up to class does not constitute participation*.** This is a seminar thus student led discussions will form the basis of each class meeting. Your participation grade will be largely be evaluated based on your *ability to draw upon insights from the readings*, the *depth of the thoughtfulness* of your questions/comments, and your *level of activity* in class discussions.
* **S-credit & Major:** This course can be used to fill your “S” competency. We will focus on developing your speaking and listening skills throughout the semester through leading and participating in discussions, 2 presentations of readings, and a presentation of your research. \**Students much earn a grade of 74% (C) or better in order to receive S-credit*. *In addition students must earn a grade of C or better in order to receive capstone credit for the major.*
* **Weekly Questions**: For weeks 2-11 (excluding class 9) you must submit a critical thinking question based on that week’s readings. Questions should be approximately 3-4 sentences in length and need to demonstrate that you completed the readings and *have thought about* *their connections to one another*. Questions are to be posted on the Moodle question forum for each class by 8am on Wednesday before class starts and will be graded on a scale of 0 - 3 (questions that are submitted after 8am but before the start of class will be penalized 1 point; questions submitted after the start of class will earn a 0). You should **NOT** submit a question if you are presenting a reading that day.
* **Analytical Essays**: You are responsible for turning in **3 analytical essays** between class meetings 2 and 11***.*** **Everyone must turn in an essay for class 2 – February 6**. You may choose **any other 2** meetings to turn in your essays (excluding class 9), however **you may not turn in a paper on a day that you are presenting a reading**. The essays should be 3-4 pages (4 full pg. MAX), double-spaced 12-point font, 1” margins all around, page numbers on bottom right corner, with proper citations. The purpose of these essays is *not to summarize* the readings, but to *analyze them*. Your paper must address **at least two readings – at least one must be from the assigned reading for that week.** Consider touching on what you thought were the strengths of the readings. Why? What were the weaknesses in the arguments? How do the readings inform one another? A good guiding principal is to consider how the readings speak to each other and to previous class readings. Papers must be submitted in hard copy at the start of the class period. Late papers will not be accepted.
* **Presentations:** Each student will be responsible for presenting two readings over the course of the semester.
  + Your presentation will be graded based on: (1) *content* (highlighting the main idea and two to three arguments and the related key concepts, analyzing them, and leading discussion); (2) *structure* (clear organization of your arguments supported by **evidence** from readings); (3) *style* (e.g., speaking clearly, not reading, engaging others). Each presentation will last **no more than 30 min** (~10 min presenting and ~15 min leading discussion).
  + The purpose of your presentation is to analyze the reading, not merely to summarize it! You should begin by quickly summarizing the main idea of the article/chapter(s) and then present **two or three arguments/ideas** that particularly stand out to you (perhaps they are intriguing, contradict or support earlier readings, relate to overarching themes of leadership, etc) and the **excerpts (ie quotes) or data from the text** that support these points.
  + You should be prepared with **at least two stimulating questions,** which you will use to lead and moderate a full class discussion around the arguments you have raised.
  + You must submit a 2pg **detailed outline** of your presentation to me **via email** at least **24 hours before your presentation** (ie: 12:30 Tuesday), which includes the main idea, 2-3 key arguments and supporting evidence you plan to present, as well as the questions you will ask.
  + You are encouraged to use video, audio, newspaper clippings, handouts, diagrams etc. in your presentations, however such additional material is not required. Depending on the piece you might update it with more recent information (e.g., women in elected office as of the 2012 election) or with current events (e.g., the leadership vacuum in much of the MENA).
  + *\*\*Students presenting on the same day are strongly encouraged to talk to each other to be sure they do not replicate the same points and should make an appointment to briefly meet with me no later than the Tuesday before their presentations*. At the appointment you should bring a tentative outline of your talk including your main points and supporting evidence.
* **Research Paper** – each student is responsible for completing a senior thesis on a question related to leadership. Your paper should address a question that arises out of the literature and should include an empirical analysis (qualitative or quantitative) addressing your hypothesis in response to the question. The best question will be one that interests you enough that it will hold your attention across the semester. We will discuss potential topics in more detail during our research methods meeting. Papers should be 25-30 pages in length, double-spaced, 12-point font, 1” margins all around, with page numbers in the bottom right corner. The Chicago Manual of Style is the preferred citation format. For a research project of this size you should have at least 18 academic sources. After receiving feedback on your topic proposal, I strongly encourage you to make an appointment to come see me to discuss the paper. Please be aware of the following deadlines and their percentage of your final paper grade (late assignments will be penalized 1 full point, which is the same as 1% of your final grade in the class, for each day late beginning from the time they are due):
  + *February 15*– **Topic Proposal**: 3-4 paragraphs describing your primary question/issue and supporting arguments. Your proposal should also address the methodology you will use to answer this question. Asbury 103 by 4pm. (**2%**)
  + *March 1* **– Updated Proposal and Annotated bibliography**: at least 7 academic (books, peer reviewed or policy journals) sources outside of class readings with 2-3 sentences for each source explaining how the reading contributes to your research topic; Asbury 103 by 4pm. (**3%**)
  + *March 27* **- Detailed outline**: at least 4 pages double spaced, should include citation for where your supporting evidence comes from; EMAILED by 12:30pm. (**3%**)
  + *April 26 –***Full Draft**: uploaded to moodle discussion forum for final papers by 4pm. Minimum of 15 pages; will be reviewed by 2 peers. Uploaded to Moodle by 4pm. (**3%**)
  + *April 29-* **Feedback**: 1 page comments/critique for each peer paper reviewed; uploaded to moodle by 4pm. (**2%**)
  + *May 8* **–** **Presentation:** 7-minute presentation of project including the major theories supporting your topic, hypotheses, data, and results. Will be followed by Q&A. (**2%**)
  + \*\**Monday May 13* - Final Paper Due to Asbury 103 by 4pm\*\* (**25%**)
* **Attendance:** I will take attendance every class and I expect you to be present. One absence without penalty will be permitted. Recognize that because this class only meets once a week each absence is the equivalent to missing a week of class. Any absence beyond the first will result in a 2-point deduction from your final overall average.

Other important information:

* **Current Events**: Students are **REQUIRED** to stay up to date on current events involving the President. I suggest that you read the *New York Times*, *The Wall Street Journal*, or the *Washington Post* regularly.
* **Technology:**
  + **Laptops** are **not** welcome in class, unless I instruct you to bring one. Should you need to use a laptop please provide proper documentation from DePauw’s Office of Disability Services.
  + All **cell** **phones/Blackberries**, etc. should be **shut** **off** or set to **silent** – NOT VIBRATE – before arriving to class. The use or interruption of these devises during regular class time will result in a **reduction of your participation grade**.
* **Academic Dishonesty –** Students are expected to abide by DePauw’s Academic Integrity policy, available in the *Student Handbook*. Cheating in any form, including plagiarism will not be tolerated in this class. Plagiarism is copying from any source material (direct or paraphrasing of ideas), published or unpublished (this includes wikipedia!), without giving proper credit. I will post a link to the Chicago Manual of Style citation format on Moodle, although you are free to use any citation method you choose, as long as you are consistent. If caught cheating, you are liable to be failed for the assignment, failed for the course, placed on academic probation, or suspended from the university, depending on circumstances.
* **Communication and Email:** When emailing me please include your course number in the subject line. *A note on etiquette*: please use appropriate salutations and include your name in the closing. (Hint: you can’t go wrong with “Hi Professor Gallagher”). Please articulate the content of your message clearly and do not use text message or instant message speak. Finally, before you email me please check the syllabus and the announcements page of the moodle site to be sure that the answer to your question has not been previously addressed.
* **Students with Disabilities:** In compliance with the American Disabilities Act and Section 504 of the Rehabilitation Act, which prohibit discrimination based on disability, DePauw University is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of special accommodations need to make the request for such services with the Coordinator of Student Disabilities Services, Pamela Roberts, 765-658-6267, Harrison Hall 302, as soon as possible. Please make an appointment to meet with me after you have received your letter from DSO.
* **This syllabus is subject to changes throughout the semester**

**Course Schedule**

Jan 30 (class 1) – Introduction

* Fred I. Greenstein. 2011. Barack Obama: The Man and His Presidency at the Midterm. *PS: Political Science & Politics* 44 (1): 7-11.
* James McGregor Burns. 2003. *Transforming Leadership*. Chs. 1, 2, & 10.

Feb 6 (class 2) – What is Leadership?

* Machiavelli, excerpt from *The Prince*
* Sidney Hook, “The Eventful Man and the Event Making Man”
* Max Weber, excerpt from *The Theory of Social and Economic Organization*.
* James McGregor Burns. 1979. *Leadership* pp. 9-41, 444-462
* Nannerl Keohane. 2005. On Leadership. *Perspectives on Politics* 3(4): 705-722.

Feb 13 (class 3) – How do leaders make decisions?

* Hermann et al. 2001. Who Leads Matters: The Effect of Powerful Individuals. *International Studies Review*. (Skip the Nigerian, Egyptian & Vietnam case studies p. 102-114)
* Fuhrmann and Early. 2008. Following START: Risk Acceptance and the 1991-1992 Presidential Nuclear Initiatives. *Foreign Policy Analysis* 4: 21-43.
* Rose McDermott. 2004. The Feeling of Rationality: The Meaning of Neuroscientific advances for Political Science. *Perspectives on Politics* 2(4): 691-706.
* Malcom Gladwell. 2009. “Cocksure: Banks, Battles, and the Psychology of Overconfidence.” *The New Yorker*.
* TBD

***\*\*Friday, February 15 Research proposal due to Asbury 103 by 4pm.***

Feb 20 (class 4) Leader-based influences on Decision Making – Personality

* Michael Nelson. 2009. “The Psychological Presidency,” in *The Presidency and the Political System*.
* Jerrrold M. Post, Ed. 2005 The Psychological Assessment of Political Leaders.
  + Post, Walker, and Winter, Ch. 1: Profiling Political Leaders: An Introduction
  + Winter, Ch 2: Assessing Leaders’ Personalities: A Historical Survey of Academic Research Studies
  + Post, Ch 4: Assessing Leaders at a Distance: The Political Personality Profile (also read the short introduction to Part II “The Search for Causal Mechanisms” by Walker and Post)
  + Hermann, Ch 8: Assessing Leadership Style: Trait Analysis

Feb 27 (class 5) – Applications of Personality Theories

* Jerrrold M. Post, Ed. 2005 The Psychological Assessment of Political Leaders.
  + Post and Walker, Intro to Part III “The Construction of Causal Stories about Political Leaders
  + Renshon, Ch 11: William Jefferson Clinton’s Psychology
  + Ch 12: William Jefferson Clinton: Personality Traits and Motivational Biases
  + Hermann, Ch 13: William Jefferson Clinton’s Leadership Style
  + Post, Ch. 15: Saddam Hussein of Iraq: A Political Psychology Profile
  + Ch 16: Saddam Hussein: Personality Traits and Motivational Biases
  + Hermann, Ch 17: Saddam Hussein’s Leadership Style
* David G. Winter. 2011. Philosopher-King or Polarizing Politician? A Personality Profile of Barak Obama. *Political Psychology*.

***\*\*Friday, March 1 – Revised Proposal and Annotated Bibliography due to Asbury 103 by 4pm.***

March 6 (class 6) – Influences on Decision Making: History & Group Think

* Jeffrey Record. 2008. Retiring Hitler and ‘Appeasement’ From the National Security Debate. *Parameters*.
* Dyson and Preston. 2006. Individual Characteristics of Political Leaders and the Use of Analogy in Foreign Policy Decision Making. *Political Psychology* 27(2): 265-288.
* Irving Janis. 1982. *Group Think*. Boston: Houghton Miffling Company.
  + Ch. 1 – Introduction: Why So Many Miscalculations?
  + Ch. 2 – A Perfect Failure: The Bay of Pigs
  + Ch. 5 – Escalation of the Vietnam War: How Could It Happen?

March 13 (class 7) – Influences on Decision Making: Advisors and Organizations

* Graham Allison. 1999. *Essence of Decision Making*. Chs: Introduction, 5, 6, & Conclusion.
* Alexander George. 1980. *Presidential Decision making in Foreign Policy: The Effective Use of Information and Advice*. Boulder, CO: Westview. Ch. 8
* George W. Bush. *Decision Points*. Ch 8: Iraq.
* Jo Becker. “The Other Power in the West Wing”. September 1, 2012. *New York Times.*

<http://www.nytimes.com/2012/09/02/us/politics/valerie-jarrett-is-the-other-power-in-the-west-wing.html?_r=2&adxnnl=1&pagewanted=all&adxnnlx=1346695404-7E7%2Fyl+5QF1vNaqtoYik8A>

**\*\*MONDAY, MARCH 18 – PEG HERMANN TALK 4PM WATSON FORUM\*\***

**\*Tuesday, March 19 – Compton Lecture: Jodi Williams, 8pm Moore Theater**

March 20 (class 8) – Presidential Leadership – Person or Time?

* Stephen Skowronek. 2011. *Presidential Leadership in Political Time: Reprise and Reappraisal*. Chapters 1-4 (skim pages 32-76)

***\*\*Wednesday, March 27 - Detailed Outline of Final Paper emailed by 12:30pm.***

Wednesday, March 27 – NO CLASS: SPRING BREAK

April 3 (class 9) – NO CLASS: ISA

\*All students must sign-up for one-on-one appointment to discuss thesis

April 10 (class 10) – Gender and Leadership

* Deborah L. Rhode. 2004. “The Difference ‘Difference’ Makes: Women and Leadership.” In, *The Difference ‘Difference’ Makes*, Deborah L. Rhode, Ed.
* Barbara Kellerman. 2004. “You’ve Come a Long Way, Baby- and You’ve Got Miles to Go.” In, *The Difference ‘Difference’ Makes*, Deborah L. Rhode, Ed.
* Ruth B. Mandel. 2004. “A Question About Women and the Leadership Option.” In, *The Difference ‘Difference’ Makes*, Deborah L. Rhode, Ed.
* Jennifer Lawless and Richard Fox. 2008. Why Are Women Still Not Running For Public Office?. *Issues in Governance Studies*. Washington DC: Brookings.
* Anne Kornblut. 2010. *Notes From the Cracked Ceiling: Hilary Clinton, Sarah Palin, and What It Will Take for a Woman to Win*. Chapters: Introduction, 1, 2, & 8.
* Anne-Marie Slaughter. July/Aug 2012. Why Women Still Can’t Have it All. *The Atlantic.*

April 17 (class 11) – Leadership in Congress

* Sinclair, Barbara. 1999. Transformational Leader or Faithful Agent? Principal-Agent Theory and House Majority Party Leadership. *Legislative Studies Quarterly* 24 (3): 421-449
* Strahan, Randall and Daniel Palazzollo. 2004. The Gingrich Effect. *Political Science Quarterly*
* Peters and Rosenthal. 2010. *Speaker Nancy Pelosi and the New American Politics*. Chs 1,6-7.

April 24 (class 12) – Library Session

\*Meet in Café Roy

***\*\*Friday, April 26 - First Full Draft uploaded to Moodle by 4pm.***

***\*\*Monday, April 29 - Feedback for each peer-reviewed paper uploaded to Moodle by 4pm.***

May 1 (class 13) – President Obama and Peer Work-shopping

* Skowronek. 2011. *Presidential Leadership in Political Time: Reprise and Reappraisal*. Ch. 5

May 8 (class 14) – Presentations \* Class will run **Until 4pm**\*

***Presentation of thesis projects***

***\*\*Monday, May 13 -* Final Paper Due to Asbury 103 by 4pm\*\***