Graduate Seminar: Leadership and Culture, Fall 2012

Preliminary Syllabus (also posted on SLU Global)

Political Science 671/American Studies 671/Public Policy Studies 593
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Office hours: T 11:45-12:45, T 2-3, R 2-3
& by appointment

Course Description

This seminar for graduate students focuses on the interaction between leadership and culture. We approach culture as a set of norms—a set of related practices, language, and values—that marks particular institutions, racial and ethnic groups, countries, or national and transnational social movements. In any setting, powerful cultural norms encourage some aspiring leaders and discourage others. Our goals are to understand better why certain leaders and certain styles of leadership have emerged in the cultures of selected historical publics or social groups. These range from electoral coalitions in American presidential campaigns to African American churches to transnational social movements. Particular emphasis is placed on the role of gender and race in the cultures of different publics. In each case we want to know what constraints culture places on leaders and what resources it offers them. A key assumption is that the constraints and resources that condition leadership coalesce in various “publics.” From this perspective, leaders and followers participate together in a cultural and collective phenomenon.

We examine questions such as: Why has it been more difficult to elect a woman as President of the United States than as Prime Minister of England, Israel, or India, Chancellor of Germany, or President of Liberia? What cultural factors boosted the candidacy of Barack Obama as the first African American president and undercut Jesse Jackson’s prospects as a presidential candidate? Why are African American women’s groups often cited as models of collectivist leadership? How was Nobel Peace Prize winner Jody Williams able to integrate and represent the concerns of multiple governments and local and transnational NGOs in the successful International Campaign to Ban Landmines? Ultimately, answers to these questions can help us think about how to identify and encourage leaders whose visions and skills are more inclusive, better adapted to circumstances, and more likely to address problems of inequality and injustice.

Requirements

Assignments include regular participation in discussions, oral presentations, reports on supplemental books and articles, a notebook of reflections on assigned readings, a literature review, and a research paper on a topic related to leadership and culture. Attendance is required at all classes. You will need to purchase two books: John Dewey, The Public and Its Problems; Stephen Skowronek, Presidential Leadership in Political Time: Reprise and Reappraisal (2011). Both are available in the bookstore. A third book may be added.

The purpose of keeping a notebook of your reflections is to facilitate clear thinking and writing about questions that interest you and to get a head start on your paper topic. The idea is that students...
can draw insights from our interdisciplinary readings and discussions to help develop the focus of their own particular graduate studies—in political science, American studies, or a related area such as women’s studies, public policy, social work, or law. Students select their own research topic in consultation with the instructor.

Graduate student grades are determined as follows: Final Research Project 60%; Class participation, including oral reports 20%; Literature Review/synthetic essay 10%; reflection notebook 10%.

Writing assistance

I encourage you to take advantage of the Student Success Center’s services; getting feedback benefits writers at all skill levels. The Center offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. There are specific writing services for graduate students, [http://www.slu.edu/x18511.xml](http://www.slu.edu/x18511.xml).

Academic Honesty

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in failure for that assignment and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: [http://www.slu.edu/x12657.xml](http://www.slu.edu/x12657.xml).

Student learning, disability statement:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to [www.slu.edu/success](http://www.slu.edu/success).
Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Tentative Schedule

8/28  Leadership and Culture in Three Settings


9/4  Pragmatism, feminism, and leadership of “publics”


9/11  Jane Addams: Feminist Pragmatism and the Settlement House Movement

Review Maurice Hamington, “Community Organizing: Addams and Alinsky”


9/18  Leadership in Black publics


9/25 Leadership in Black Publics, continued


Nancy Fraser, “Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy,” in *Social Text*, No. 25/26, 1990, pp. 56-80. JSTOR Pius Library electronic journals


Mia Bay, *To Tell the Truth Freely: The Life of Ida B. Wells* (Hill and Wang, 2009), excerpts

10/2 Presidential leadership in the U.S.

Skowronek, *Presidential Leadership in Political Time*. Some chapters will be assigned to all, and some will be assigned as individual reports.

10/9 Women Political Executives and Legislators in Comparative Perspective


Additional articles about women executives and legislators in different countries and regions.

10/16 Transnational networks

Selections from the following:

Article on Jane Addams and international peace


10/23 No Class. Paper proposals due by email to moskopww@slu.edu by 4:20 pm. Schedule meeting with me Wed-Fri to discuss how you plan to develop your paper topic.

10/31 Leadership case studies, TBA. Literature Review/Reflection Essay due to moskopww@slu.edu

11/6 Cyber publics


Additional articles

11/13 TBA

11/20 First Draft of project due Sunday, 11/18, 5 pm by email to entire class. Class session will be a workshop to improve papers. Each paper will have an assigned critic.

11/27 Presentations
12/4 Papers due