

## **Graduate Seminar: Leadership and Culture, Fall 2012**

*Preliminary Syllabus (also posted on SLU Global)*

Political Science 671/American Studies 671/Public Policy Studies 593

Prof. Wynne Moskop

[moskopww@slu.edu](mailto:moskopww@slu.edu)

McGannon 136, x 2897

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>.

### **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>

### **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](tel: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**

Maurice Hamington, "Community Organizing: Addams and Alinsky," in *Feminist Interpretations of Jane Addams*, ed. Maurice Hamington (Penn State University Press, 2010), 255-74. SLU Global.

James Melvin Washington, "Jesse Jackson and the Symbolic Politics of Black Christendom," *Annals of the American Academy of Political and Social Science*, Vol. 480, Religion in America Today (Jul., 1985), pp. 89-105. JSTOR, Pius Library E-journals

Margaret Snyder, "Unlikely Godmother: The UN and the Global Women's Movement," in *Global Feminism: Transnational Women's Activism, Reorganizing, and Human Rights*, ed. Myra Marx Fereee and Aili Mari Tripp (New York University Press, 2006), 24-50. SLU Global.

#### **9/4 Pragmatism, feminism, and leadership of "publics"**

John Dewey, *The Public and Its Problems* (1927), pp. 8-18, 23-36, 65-74, 84-101, 110-118, 143-161

U.S. Declaration of Independence,

[http://www.archives.gov/exhibits/charters/declaration\\_transcript.html](http://www.archives.gov/exhibits/charters/declaration_transcript.html)

Seneca Falls Declaration of Sentiments and Resolutions,

<http://www.fordham.edu/halsall/mod/senecafalls.asp>

UN Universal Declaration of Human Rights, <http://www.un.org/en/documents/udhr/index.shtml>

Charlene Haddock Seigfried, "John Dewey's Pragmatist Feminism," in *Feminist Interpretations of John Dewey*, ed. Charlene Haddock Seigfried (Penn State University Press, 2002), pp. 47-77. SLU Global.

Sonja Hunt, "The Role of Leadership in the Construction of Reality," in *Leadership: Multidisciplinary Perspectives*, Barbara Kellerman ed. (1984), pp. 157-78; focus on 167-176. SLU Global.

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

Review Maurice Hamington, "Community Organizing: Addams and Alinsky"

Jane Addams, *Democracy and Social Ethics* (1902), ch. 2, <http://www.gutenberg.org/ebooks/15487>.

Jane Addams, *Hull House Maps and Papers* (1895), excerpts,

<http://media.pfeiffer.edu/lridener/dss/Addams/hhtoc.html>.

Jane Addams, *Twenty Years at Hull House* (1910), excerpts,

<http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html>

Jane Addams, "A Toast to John Dewey," in *Feminist Interpretations of John Dewey*, pp. 25-30. SLU Global.

#### **9/18 Leadership in Black publics**

W.E.B. DuBois, "Of the Faith of our Fathers," in *The Souls of Black Folk* (1903), <http://www.bartleby.com/114/>

W.E.B. DuBois, "Of our Spiritual Strivings," in *The Souls of Black Folk*, (1903) <http://www.bartleby.com/114/1.html>

Eddie S. Glaude, Jr., "Of the Black Church and the Making of a Black Public," in *African American Religious Thought: An Anthology*, Cornel West and Eddie S. Glaude Jr., eds. (2003), pp. 338-65. SLU Global.

Philip Foner, "Reverend George Washington Woodbey: Early Twentieth-Century California Black Socialist," in *African American Religious Thought: An Anthology*, pp. 651-76. SLU Global.

Dewey, *The Public and Its Problems* (1927), 166-184

### **9/25 Leadership in Black Publics, continued**

Evelyn Brooks-Higgenbotham, "The Black Church: A Gender Perspective," in *African American Religious Thought*, pp. 187-208. SLU Global.

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

Patricia Hill Collins, "Rethinking Black Women' Activism," in *Black Feminist Thought*, 1990. SLU Global.

Bernice McNair Barnett, "Black Women's Collectivist Movement Organizations: Their Struggles during the 'Doldrums,'" in Feree and Martin eds., *Feminist Organizations* (1995), pp. 199-219, SLU Global.

Belinda Robnett, "African-American Women in the Civil rights Movement, 1954-1965: Gender, Leadership, and Micro Mobilization," in *American Journal of Sociology*, 101,6 (1996), 1661-93. Academic Search Premier, Pius Library electronic database

Elsa Barkley Brown interviews Mia Bay, author of Ida B. Wells biography, <http://www.c-spanvideo.org/program/284872-1>

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**

Mary Hawkesworth, ch 1 "Political Leadership, Gendered Institutions, and the Politics of Exclusion," pp. 25-45, and ch. 6 "Becoming the State," pp 187-215, in *Political Worlds of Women*. SLU Global.

Farida Jalalzai and Mona Lena Krook, "Beyond Hillary and Benazir: Women's Political Leadership Worldwide," *International Political Science Review*, 31 n. 1 (2010): 5-21.

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

### **10/16 Transnational networks**

Selections from the following:

John Dewey, *The Public and Its Problems* (1927), pp. 221-32.

Article on Jane Addams and international peace

Valentine M. Moghadam, *Transnational Feminist Networks : Collective Action in an Era of Globalization*, excerpts

Jody Williams and Stephen Goose, "The International Campaign to Ban Landmines," Ch 2 in *To Walk Without Fear: The Global Movement to Ban Landmines*, Cameron et al eds, (Oxford University Press 1998), pp. 20-47.

Miguel de Larrinaga and Claire Turenne Sjolander, "(Re)presenting Landmines from Protector to Enemy: The Discursive Framing of a New Multilateralism," ch 18 in *To Walk Without Fear: The Global Movement to Ban Landmines*, Cameron et al eds, (Oxford University Press 1998), pp. 364-91.

Conger, J.A., & Hunt, J. G. (1999). Charismatic and Transformational Leadership: Taking Stock of the Present and Future – Special Issue Parts 1 & 2. *Leadership Quarterly*, 10(2&3), 121-127.

Morris, A., and S. Staggenborg (2004). "Leadership in Social Movements." In *The Blackwell Companion to Social Movements*. D. A. Snow, S.A. Soule and H. Friesi. Malden, Massachusetts: Blackwell Publishing

Meindl, J. (1995). The Romance of Leadership as a Follower-Centric Theory: A Social Constructionist Approach. *Leadership Quarterly*, 6(3), 329-341.

Teske, R., & Tetreault, M. A. (Eds.). (2000). *Conscious Acts and the Politics of Social Change: Feminist Approaches to Social Movements, Community and Power*. Columbia, SC: University of South Carolina Press.

Charles Taylor, "Modern Social Imaginaries," in *Public Culture* 14.1 (2002) 91-124.

Thomas Olesen, "Transnational Publics: New Spaces of Social Movement Activism and the Problem of Global long-Sightedness," in *Current Sociology*, May 2005, vol 53, #3, pp. 419-440.

Srilatha Batliwala, "Grassroots Movements as Transnational Actors: Implications for Global Civil Society," in *Voluntas: International Journal and Voluntary and Nonprofit Organizations*, Vol 13, #4, December 2002, pp. 393-409. Academic Search Premier.

**10/23 No Class.** Paper proposals due by email to [moskopww@slu.edu](mailto: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](mailto:moskopww@slu.edu)**

11/6 Cyber publics

Bart Cammaerts and Leo van Audenhove, "Online Political Debate, Unbounded Citizenship, and the Problematic Nature of a Transnational Public Sphere," in *Political Communication*, Apr-June 2005, Vol 22, #2, pp. 179-196.

Jodi Dean. "Cybersalons and Civil Society: Rethinking the Public Sphere in Transnational Technoculture," *Public Culture* 13(2): 243-266 (2001). Pius Library Electronic Database, Project Muse.

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