



**SAINT LOUIS  
UNIVERSITY**  
MADRID

**POLS 4590  
Crisis of leadership  
Fall 2017**

**Laura Tedesco**  
[ltedesco@slu.edu](mailto:ltedesco@slu.edu)  
**Wednesday 5.30-8.00hs**  
**San Ignacio Hall Room A**

**Office hours**  
*(please make an appointment by mail):*  
**Wednesday 14.00hs-17.00hs**

**Mobile phones are not allowed in the class and laptops can only be used when you need to look for information for the exercises**

**PLEASE READ THIS SYLLABUS CAREFULLY  
IT HAS INFORMATION FOR THE COURSE AND ITS  
EVALUATION**

### **Course Description:**

The course analyzes different perspectives on political leadership. In the past thirty years, many scholars have focused on leadership and there has been an explosion of courses that attempt to teach 'how to lead'. However, the so-called 'leadership industry' is now reconsidering its impact in light of the global crisis that emerged in 2008.

Taking into consideration the current crisis, the course is designed as a research seminar on which we will explore institutional settings and domestic political conditions that help us to understand the emergence of different type of leaders. The course also offers an opportunity to debate the current crisis of political leadership.

### **Course Objectives:**

1. Analyze different theoretical approaches to political leadership
2. Debate the relationship between political leaders and power
3. Discuss recent developments in the study of leadership
4. Critically analyze the origins of the current leadership crisis
5. Study the relationship between political conditions and the emergence of different type of leaders

### **Research Methods:**

1. Students will undertake a game simulation in which they will experience practical leadership challenges in crisis situations. This exercise involves role-play, team building and the design of decision-making processes.
2. Students will develop a set of research questions and write a 2.500 words essay on one political leader analyzing the institutional, political, economic and social conditions that helped him/her to build and maintain power.

### **The oral presentations:**

These are some guidelines for your presentations.

- **DO NOT READ YOUR PRESENTATION**, if you prepare well by practicing and reading you will feel confident enough to present without reading
- **MAKE THE PRESENTATION DYNAMIC, TRY TO ENGAGE THE AUDIENCE, PRESENT QUESTIONS ABOUT THE ISSUE AND TRY TO ANSWER THEM, i.e.**
  - Why is this topic important?
  - What are the different perspectives in the study of this topic?
  - Present the different views, arguing for and against each of them.
  - Causes and consequences if appropriate

- Best practices to solve the problem if appropriate

At the end of your presentation, the audience should have learned the relevance of the topic, different perspectives to understand the issue or problem, the most appropriate ways to deal with it and consequences for countries and/or the region

You will be assessed based on the seminar that you lead. You need to show a good knowledge on the topic of the seminar based on relevant bibliography. You need to make an argument and provoke a dynamic discussion.

**The criteria for evaluation will be**

Your knowledge

Your ability to put your argument forward

Your ability to explain the argument and the points you wish to make

Your ability to lead the discussion

**Grade Scale:**

A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	73%-79%
C	67%-72%
C-	60%-66%
D	50%-59%
F	0%-49%

**Methods of Evaluation and Grading (% of Final Grade)**

20%	Mid-term exam
20%	Simulation game and quizzes
40%	Final paper
20%	Attendance and participation

**While some classes may be primarily lecture, much of the class will involve discussing the readings and current issues.**

**Therefore, student participation is crucial.**

*Each recorded absence beyond three will result in a letter grade reduction in your participation and attendance grade.*

**Perfect attendance does not ensure a good grade, active and intelligent participation with good attendance does.**

### **IMPORTANT DATES**

We have a **compulsory class trip** to the Valley of the Fallen, Franco's triumphal monument, on **25<sup>th</sup> October** departing at **9.30AM**. We will explore the symbolic and political significance of the construction, as well as contemporary debates relating to its past and future.

We will relate Franco's monument to our conceptualization of political leaders

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### **BIBLIOGRAPHY**

- Barbara Kellerman (2012) *The end of Leadership* (Harvard Business School Press)
- Joseph Nye Jr (2008) *The powers to lead* (Oxford University Press)
- Bruce Bueno de Mesquita and Alastair Smith (2011) *The dictator's handbook* (Public Affairs)
- Barbara Kellerman (2004) *Bad leadership* (Harvard Business School Press)
- Carnes Lord (2003) *The modern prince* (Yale University Press)
- Ludger Helms (ed) (2012) *Comparative political leadership* (Palgrave Macmillan)
- James Macgregor Burns (2010) *Leadership* (Harper Perennial)
- Howard Gardner (1995) *Leading Minds* (Basic Books)
- Barbara Kellerman (2010) *Leadership* (Mc Graw Hill)
- John Mearsheimer (2012) *Why Leaders Lie* (Duckworth Overlook)
- Keith Grint (2010) *Leadership. A very short introduction* (Oxford University Press)

## Lectures and bibliography

1. **EXERCISE:** Define a leader. Look for examples and explain *why do you think they are leaders* (no more than one page, only political leaders, send it before Friday 8<sup>th</sup> September to [ltedesco@slu.edu](mailto:ltedesco@slu.edu))
2. Conceptualization of leadership
  1. Leadership and power  
Nye chapter 1
  2. The Prince  
N. Machiavelli  
**EXERCISE:** You need to look for information about Machiavelli and his book
    - a. When did he write it?
    - b. Why did he write it?
    - c. Why this book has become so famous and important in political science?
    - d. Analyze the main argument and issues that Machiavelli discusses.  
NO MORE THAN 2 PAGES, send it to [ltedesco@slu.edu](mailto:ltedesco@slu.edu)
3. The Charismatic leader  
M. Weber  
**EXERCISE:** Weber defined different types of domination. Look for information about the charismatic domination, its benefits and problems. Illustrate your analysis with examples  
NO MORE THAN 2 PAGES, send it to [ltedesco@slu.edu](mailto:ltedesco@slu.edu)
4. The Modern Prince  
Lord, chapter 1, 2 and 3
5. Classical political thought and leadership  
Kellerman, *Leadership*, various chapters
6. Types of leaders and skills  
Nye, chapter 3
7. Democratic leaders
  - a. Building democracy with democratic leaders
  - b. Political parties
  - c. State institutions
  - d. Who controls the leaders?

Diamint and Tedesco (2013) Latin American Democracy: What to do with the leaders?  
*Bulletin of Latin American Research.*
8. Authoritarian leaders
  - a. Coming to power
  - b. Staying in power

Bruce Bueno de Mesquita and Alastair Smith, chapter 2 and 3

**11<sup>th</sup> October**  
**Mid-Term Exam**

9. Preparing the simulation case: Iraq Invasion 2003-2011
  - a. See <https://www.youtube.com/watch?v=vHFnP1tuOB8>  
Part 1 to 4
10. Reflection on the simulation game
11. Bad leadership  
Kellerman, Bad leadership, part 1
12. Good and bad leadership  
Nye, chapters 4 and 5
13. Presenting the simulation case
14. Why Leaders Lie  
John Mearsheimer (2012) *Why Leaders Lie*, Introduction, Chapter 1, 2 and 3.
15. Political leadership in comparative perspective  
Helms, chapter 1
16. Analyzing five cases from Latin America: Argentina, Ecuador, Colombia, Venezuela and Uruguay
17. Workshop: Preparing the research questions for the final paper
18. Roundtable: A critical approach to political leaders, parties and followers
19. Final papers' presentations

**DEADLINE TO SUBMITT YOUR FINAL PAPER**  
**ON WEDNESDAY 20<sup>TH</sup> DECEMBER BEFORE 6PM**

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## Academic Integrity and Plagiarism

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*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: [http://www.slu.edu/Documents/provost/academic\\_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf](http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf).

Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

## Information regarding the collection of student work for assessment

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In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

### Title IX Statement:

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University.

If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 ([mmaruri@slu.edu](mailto:mmaruri@slu.edu); 915-54-5858, ext. 213) and

share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall ([counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu); 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid ([www.sinews.es](http://www.sinews.es); 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

### **Accommodation 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 Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at [disabilityservices-madrid@slu.edu](mailto:disabilityservices-madrid@slu.edu) or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

### **Trips**

Students enrolled in this class must participate and make payment for all mandatory trips/activities. The prices posted on the web are approximate; and the final price will be based on the number of students enrolled on the last day of the Add/Drop period. All students, including those who withdraw from the class after this date, are required to pay these fees, which are non-refundable, unless the trip is cancelled due to low enrollment. Please review SLU-Madrid's trip policies, available [on-line](#).

## Fall 2017

<b>AUGUST</b>		
Thursday	31	TOEFL test (4:00 p.m.)
<b>SEPTEMBER</b>		
Friday-Saturday	1-2	Permanent and Transfer students mandatory Academic Welcome Session and departure for Welcome Days from SLU-Madrid (9:00 a.m.)
Saturday	2	Class of 2021 Convocation at SLU-Madrid (12:00 p.m.-noon) Study Abroad arrival and Housing in host family move-in date
Sunday	3	Study abroad students mandatory Welcome Sessions (10:00 a.m.)
Monday	4	Fall 2017 first day of classes
Sunday	17	Last day to drop a class without a grade of W and/or add a class Last day to choose Audit (AU) or Pass/No Pass (P/NP) options
Friday	29	Exams for MATH - First midterm (2:00-4:30 p.m.)
<b>OCTOBER</b>		
Thursday	12	<i>Fiesta Nacional de España</i> holiday (University closed)
Friday	13	University closed
Monday	16	Last day to submit Transfer Application for spring semester
Thursday	19	Professors' deadline to submit midterm grades
Monday	30	Last day to drop a class and receive a grade of W
<b>NOVEMBER</b>		
Wednesday	1	<i>Día de Todos los Santos</i> holiday (University closed)
Thursday	2	Registration for Spring 2018 semester begins
Thursday	9	<i>La Almudena</i> holiday (University closed)
Friday	24	Exams for MATH - Second midterm (2:00-4:30 p.m.)
<b>DECEMBER</b>		
Wednesday	6	<i>Día de la Constitución</i> holiday (University closed)
Friday	8	<i>Inmaculada Concepción</i> holiday (University closed)
Wednesday	13	Fall 2017 final day of classes
Thursday-Friday	14-15	Fall 2017 final exams
Monday-Wednesday	18-20	Fall 2017 final exams
Monday	18	Mid-Year Commencement
Thursday	21	Fall 2017 University Housing move-out date
Saturday	23	Professors' deadline to submit fall 2017 final grades

<b>FALL 2017</b>					
	<b>14 Dec (Th)</b>	<b>15 Dec (Fr)</b>	<b>18 Dec (Mn)</b>	<b>19 Dec (Tu)</b>	<b>20 Dec (Wd)</b>
<b>08:30-11:30</b>	Mn classes that meet at 9:00 & 9:30	Mn classes that meet at 10:00	Mn classes that meet at 11:00 & 11:30	Tu classes that meet at 9:30 & 10:00	Tu classes that meet at 8:00
<b>12:00-15:00</b>	Tu classes that meet at 11:00	Mn classes that meet at 13:00	Tu classes that meet at 14:30	Mn classes that meet at 12:00	Tu classes that meet at 12:30
<b>15:30-18:30</b>	Mn classes that meet at 14:30	Tu classes that meet at 17:00 & 17:30	Mn classes that meet at 16:00	Tu classes that meet at 15:30 & 16:00	Mn classes that meet at 17:30
<b>19:00-22:00</b>	---	---	Mn classes that meet at 19:00	Tu classes that meet at 19:00	---