**Leadership and the Political Life**

**Olene S. Walker Institute of Politics & Public Service**

Course Proposal Syllabus, Fall 2014

This course will generally be taught during the Fall Semester, for a Full Semester

HONORS/POLS 1520 (three credits)

Time: Tuesday/Thursday, 12 -1:15

Location: 229 SS Building

Instructor : Dr. Carol McNamara,

Director, Olene S. Walker Institute of Politics & Public Service

Office: 346 SS Building

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Phone: 801-626-6206

Office Hours: Tuesday, 1:30- 2:30, and by appointment.

**Course Description**

The purpose of this class is to introduce students to the theory and practice of leadership in the public realm, which is applicable to the private sector. We will achieve this goal through a three-part process in this class:

1. First, we will study the theory of leadership through the consideration of a variety of texts that include literature, political thought, and the speeches and accounts of the actions of statesmen.

2. Second, we will host a series of speakers, from local, state, and national government, political, and non-profit roles, and converse about the leadership opportunities available in government and public service.

3. Third, students will practical professional writing skills that will assist them in their efforts to make a contribution to society through their professions and as responsible citizens and leaders in their various communities.

**Course Requirements:**

**Required Texts for Purchase:**

The following texts demonstrate and lead us to understand the theory of leadership (Machiavelli’s *Prince),* when it’s quality if ambiguous (Sophocles’ *Antigone*), when it is tyrannical and oppressive (*Macbeth*), and when it is successful, even heroic (Abraham Lincoln and Winston Churchill).

*Antigone,* Sophocles, Ruby Blondell (translator), paperback, Focus Classical Library, ISBN 0941051250

*The Prince,* Machiavelli, Harvey Mansfield Translation, University of Chicago Press, Second Edition, ISBN 0226500446.

*Macbeth,*Folger Shakespeare Library, Simon & Schuster, mass market paperback, ISBN 0743477103-10

*Abraham Lincoln: A Documentary Portrait* Don E. Fehrenbacher, ed.*,* Paperback, Stanford University Press; 1 edition (June 1, 1964), **ISBN-10:** 0804709467

*Never Give In: The Greatest Speeches of Winston Churchill,* Winston Churchill, Paperback, Hyperion; Reprint edition (November 10, 2004),

\*Additional required readings (Cicero and Martin Luther King) will be available as on line readings.

**Course goals:**

This course, when approved, will be part of the political science curriculum and also a social science general education course. The specific skills and knowledge this course is designed to assist students with are as follows.

Political science:

* students should have a basic knowledge of political theory
* students should be able to formulate and defend a thesis in written format

Social Science general education:

* students will be required to engage in oral, written or graphic communication
* students will be required to engage in critical thinking
* students will be able to describe a political science approach to studying and understanding human behavior
* students will be able to describe basic assumptions about humans and their behaviors from a political science perspective
* students should be able to explain the basic elements and operation of a sociocultural system

**Assignments/Grade/Political Science & Social Science General Education Requirements Achieved:**

**Attendance/Participation** **20**

Attendance, participation and discussion in the class contribute to the oral communication and collaborative group skills of the class members.

**3 four page essays 105 (35 points each)**

The essay assignments meet the written, abstract reasoning, research, and critical thinking social science general education requirements. The students will be required, through the social science methods of political thought and leadership education, to study and understand human behavior.

**5 reports on political, government and public service speakers 50 (10 points each)**

The speaker reports fulfill the social science outcome requirements for written communication. The speaker talks and the students’ reports will also enhance their understanding of interactions between individuals and their sociocultural environment, and enable them to understand the basic elements and operation of the sociocultural system in which they live and work.

**Resume, Cover letter, 15 (5 points each)**

**Constituent letter**

The “Resume, Cover Letter, and Constituent Letter” assignment addresses the Social Science General Education requirement that students acquire the skills of written communication and research (to respond to a hypothetical constituent problem or question).

**Attendance at 2 external**

**Lectures (See External Lectures below,**

**1 page reports**

**Due in the class after**

**the lecture) 10 (5 points each)**

The external lecture attendance requirement exposes students to critical thinking and requires them to write critically about the lectures they have attended. It also introduces them to basic assumptions about human beings and their behaviors from the different perspectives addressed in the lectures.

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**200 points**

**Explanation of Assignments:**

**Attendance/Participation:**

The success of this class is highly dependent on the active participation of students. Your participation grade will be based in part on your attendance (you cannot participate if you are not there), and in part on the quality of your participation.

1. **Attendance:** Attendance in this class is mandatory. If necessary, a student may miss two classes during the semester. After two absences, a student will start to lose two points for every additional class that he or she misses.
2. **Questions:** good students ask good questions. Students will bring at least 2 questions (two copies) to class for parts one and two of the course schedule. These questions must be submitted at the beginning of class, which will contribute to your participation grade. During the section dedicated to leadership, the students will write questions derived from their reading of the assigned texts. During the section of the course dedicated to speakers, students will research the speaker and come prepared with questions to address to the speaker, concerning the speaker’s biography of the work in which he or she engages.

**Essays:**

I will assign three essay topics and you must write on all of them. The topic will be based on the readings. See Appendix A for writing standards and grading scale.

**Reports:**

Students will write a 2 page report on each class speaker, due at the beginning of the next class. The paper will address the following components of the Speaker’s presentation: **occupation, the path the speaker took to this occupation, the content of his/her work, the contribution this work makes to public/political life in Utah and/or beyond.** This will be a properly written essay, in which the quality of your writing counts, assessing both the content and style of the lecture.

**Resume, Cover letter, and Constituent letter:**

Students will be required to prepare some of the components of a Walker Institute internship application. See: <http://www.weber.edu/wsuimages/walkerinstitute/Offical%20Walker%20Intern%20Application%20(6-6-2013>

We will write resumes and cover letters. We will also learn how to write a proper letter in response to a constituent inquiring about a subject related to the intern’s work, most likely in a legislative office. The letter must reflect research on the subject and a persuasive, well-ordered argument.

**External Lecture Attendance**

The Walker Institute will host several major lectures/forums during each semester when this course is offered . The student must attend two of them. The following are examples of the Walker Institute sponsored talks the students will should attend:

**September 3, Wednesday, 7 pm, *Public Forum on Weber County Government: What Form of Government Should Weber County Have?*** Shepherd Union Building, Ballroom A, Co-sponsored with League of Women Voters

**September 18, Thursday, 1:30 pm, Constitution Week Address, *Debating Same-Sex Marriage and the Constitution,*** Elizabeth Hall, Room 229, William Duncan, Sutherland Institute, Clifford Roskey, University of Utah School of Law, Doug Gibson, Moderator, Standard Examiner, Opinion Editor

Co-sponsored with American Democracy Project.

**September 23, Tuesday, 6 PM, *First Congressional District Debate,*** Shepherd Union Building, Ballroom B, Rob Bishop (R) and Donna McAleer (D).

\*I need to know immediately if you would like to attend the debate live (it will be televised) as it is a ticketed event.

Co-sponsored with Utah Debate Commission.

**October 13, Monday, 12 pm, *Haven J. Barlow Fall Civic Leadership Forum: The Count My Vote Compromise: What’s Next?*** Shepherd Student Union, Ballroom A- B**.**

A panel discussion of the compromise between the Caucus/Convention and Primary system supporters, how it happened, and where Utah politics goes from here, with Senator Curtis Bramble (Republican, author of Senate Bill 54), Rich McKeown (Spokesman, Count My Vote), Daryl Acumen (Former Vice Chair, Utah County Republican Party), and moderated by Senator Pat Jones.

**Technology**

During class ALL cell phones (including texting), computers, ipods-- must be turned off, unless otherwise specified.

**Class Expections:**

\*Students will attend class regularly, and **on time.**

\*Students will come to class prepared to discuss the texts and to ask good questions.

\*Students will keep up with the news, either by reading a newspaper or online.

\*Students will submit their work on time (late work is not accepted, except under. extraordinary circumstances.)

\*Please consult plagiarism rules (Appendix 2)

**Class Schedule:**

**Section I: Leadership and the Political Life**

This section of the workshop is dedicated to the consideration, through a selection of readings, of what leadership, citizenship, and public service are. Readings will include texts of political thought, literature, and the speeches of statesmen.

August 26 Introduction to Political Leadership

Aug. 28 Acquiring a state: Prince, chs. 1-3**.**

***Machiavelli’s Prince: Learning to Lead, Necessity and Machiavellian Morality***

In Machiavelli’s *Prince,* he departs from the thought of Ancient thinkers like Aristotle and Plato to tell us what Leadership really requires. Princes, or leaders, all wish to be considered good or virtuous. Machiavelli’s argument is that if a leader is virtuous, that is, morally good, he will come to ruin. Instead, Machiavelli offers the leader who wishes to be successful an entirely new teaching on leadership. Is Machiavelli correct? Must a leader learn to adapt to the times and the conditions that luck or fortune place in his way, however he can, if he wishes to succeed? Are there discernable principled or moral standards for leaderhips? Or are there no moral limits in political life? Does Machiavelli require that we abandon morality for necessity?

Sept. 2 The new prince: Prince, chs. 6‑9.

Sept 4 Self‑reliance: chs 11‑15.

Sept 9 Virtue and vice: chs 16‑20.

Fortune: chs 21‑25, 26

Sept 16 Wayne Bradshaw, Regional Director, Congressman Bishop’s Office

Topic: On the Difference between serving in the Washington DC office and the District Office, and the Importance of Internships.

***Sophocles’ Antigone: Leadership, Citizenship, and Moral Choices***

Kreon is the new king of Thebes, following a bloody civil war for the crown waged between the brothers of Antigone, also the sons of the late king, Oedipus, Polyneices and Eteokles. What are the leadership challenges Kreon must address as a new leader? How does he fare? What does Kreon fail to understand about political rule? Is he a tyrant, as Antigone claims? And what about Antigone – is she a leader? A rebel? A good citizen?

Sept 18 **\*Constitution Day Address: Debating Same Sex Marriage and the Constitution, 1:30 PM, Elizabeth Hall, 229.**

*Antigone*, (Antigone and Kreon: Morality, Conscience and Law (lines 1332, pp. 19- 34)

Sept 23 Jerry Stevenson, Senator, State of Utah

**First Congressional District Debate, 6 PM, Shephard Union Building, Ballroom B. Attendance requested!**

Sept 25 Alan Dayton, Lobbyist, IHC General Counsel

Sept 30 State Senator Jerry Stevenson, Utah Legislature

Love, Honor, and Justice: Antigone’s Arrest and Haimon’s Defense: (lines 333- 765, pp. 34 – 51)

Antigone vs. Kreon: (lines 766- end, pp. 51-75).

**First Paper Topic Distributed**

Oct 2 Tara Thue, Director of External and Legislative, AT&T

Oct 7 Jeremy Peterson, Utah House of Representatives, House District 9

**First Paper Due**

***Shakespeare’s The Tragedy of Macbeth: a study of Tyranny***

When we first meet Macbeth, he is a Scottish military hero, recently commended by a king, he acknowledges as a good king. And yet, he is consumed with an ambition to be king himself and will stop at nothing, including the murder of innocents, to achieve his ambition. What accounts for Macbeth’s ambition? Why is *Macbeth,* according to Abraham Lincoln, the greatest study of tyranny? What can we learn from *Macbeth* about ambition? Tyranny? Cruelty? Why does Shakespeare call *Macbeth* a tragedy?

Oct 9 Macbeth, Act I

**Oct 13 The Count My Vote Compromise: What’s Next?** Haven J. Barlow Fall Leadership Forum, Walker Institute, 12 PM, Shepard Student Union, Ballrooms A & B.

Oct 14 Marcia White, Ogden City Councilor

Oct 16 Bill Cook, Ogden City Manager, Amy Mabey, Communications Director

Oct 21 *Macbeth*, Acts 2 & 3

Oct 23 *Macbeth,* Acts 4 & 5

**Second Paper Topic Distributed**

**Cicero, *On the Ideal Orator*: Leadership and Public Oratory**

Cicero was a Roman statesman, known for his skills as a scholar, a leader, and an

orator. In the latter part of his life, he wrote a text – *On the Ideal Orator –* which

explores what qualities and training are necessary for becoming a great

orator/speaker. As a prelude to our study of the speeches of Abraham Lincoln and

Winston Churchill, we will read an excerpt from Cicero’s text.

Oct 28 **Cicero, *On the Ideal Orator* (reading provided via email)**

***Speeches of Lincoln and Churchill: Democratic Statesmanship***

In the *Federalist No. 70,* Alexander Hamilton writes that “Energy in the executive is a leading character in the definition of good government.” According to Hamilton, energy in the executive is characterized by a single executive, one leader, who exercises executive power in the government. And yet good leadership is also held in suspicion by democratic states, which prize political equality and government based upon popular sovereignty. When leadership is weak and inadequate, people are unhappy and complain about the incompetence of the leader. When power is exercised well, there is praise, but often also concern that leadership will be abused. In other words, there is a fundamental tension within the concept of democratic leadership. Good leadership is necessary for a well-functioning democracy and yet good leadership requires the exercise of power and authority of which democratic government, based upon the sovereignty of the people, is necessarily jealous.

Abraham Lincoln and Winston Churchill are often cited as the greatest leaders of their times, and perhaps the greatest of all in American and modern British history. Both were political ambition men, wartime leaders, and considered necessary to the success of the wars over which their leadership presided. And yet both were subjected to the criticism, Lincoln, that he exceeded his constitutional powers, and Churchill, that his exercise of power not suited to peacetime. Yet, we can learn a great deal from the manner in which they led the people during arduous times.

Oct 30 Cody Stewart, Energy Advisor, Governor Herbert

**Second Paper Due**

Nov 4 ***Introduction to Abraham Lincoln***

“Speech to the Young Men’s Lyceum of Springfield, “ January 27, 1838 (34)

***Lincoln’ s Political Rise to Political Preeminence and his Opposition to Slavery:***

“Eulogy on Henry Clay,” July 6, 1852 (65)

“Speech at a Republican Banquet,” December 10, 1856 (86)

“The House Divided Speech,” June 16, 1858 (94)

Letter to Henry L. Pierce, April 6, 1859 (119)

“Speech at Columbus, Ohio,” September 16, 1859 (121)

“The Cooper Institute Address,” February 27, 1860 (132)

Nov 6 Bob Hunter, CEO, Northern United Way

***Lincoln and the War for Union***

“First Inaugural Address,” March 4, 1861 (150)

“Message to Congress in Special Session,” July 4, 1861 (163)

Nov 11 “Annual Message to Congress,” December 1, 1862 (202)

“The Gettysburg Address,” November 19, 1863 (244)

“Second Inaugural Address,” March 4, 1865 (105)

Nov 13 ***Introduction to Churchill: Churchill’s Forewarning of War***

“Wars Come Very Suddenly,” February 7, 1934 (105-107)

“Germany is Arming,” March 8, 1934 (107-108)

“A Corridor of Deepening and Darkening Danger,” May 31, 1935 (111-114)

“Germany Fears No One,” March, 1936 (124-128)

“Austria Annexed,” March 14, 1938 (159 -163)

Nov 18 “A Total and Unmitigated Defeat,” October 5, 1938 (171-182)

“The Lights are Going Out,” October 16, 1938 (182-185)

“A Hush Over Europe,” August 8, 1939 (191-194)

Nov 20 ***Blood, Toil, Tears, and Sweat: Churchill’s Finest Hour***

“War,” September 3, 1939 (197-198)

“Blood, Toil, Tears, and Sweat,” May 13, 1940 (204-206)

“Wars Are Not Won by Evacuations,” June 4, 1940, (210-218)

“This Was Their Finest Hour,” June 18, 1940 (219-229)

“The Few,” August 20, 1940 (237-248)

“Give us the Tools,” February 9, 1941 (259-262)

Nov 25 ***Churchill and America***

“Give us the Tools,” February 9, 1941 (259-262)

“Address to a Joint Session of Congress,” December 26, 1941 (315-323)

“President Roosevelt,” April 17, 1945 (382-386)

“Victory in Europe,” May 8, 1945 (387-390)

“This is Your Victory,” May 8, 1945 (390-391)

“Government of the People, by the People, for the People,” August 16, 1945 (409)

“An Iron Curtain Has Descended,” March 5, 1946 (413-424)

Nov 27 Thanksgiving

Dec 2 ***Martin Luther King: Letter From a Birmingham Jail***

http://www.africa.upenn.edu/Articles\_Gen/Letter\_Birmingham.html

Dec 4 Conclusion/**Final Paper Due**

**Appendix I: Grading Standards**

A 93-100 C+ 77-79

A- 90-92 C 73-76

## B+ 87-89 C- 70-72

B 83-86 D+ 67-69

B- 80-82 D 64-66

D- 60-63

4. Grading Standards: These papers should show that you have read carefully and thought seriously. Stick to the assigned topics. You will be credited for clarity, conciseness, and the degree of reflection your papers display.

A (90-100): An excellent piece of work. A paper in the A range will not only demonstrate a competence and solidity in treating the topic at hand, but it will go beyond that to demonstrate hard, original, and critical thinking. An A paper will not rest content with unsupported assertions (even sharp ones), but will build an argument or a series of arguments. I will have no doubt about what the guiding idea of the paper is. It will be well grounded in the text under discussion, with pertinent citations and quotations. Obvious opposing views will be anticipated and responded to. The writing throughout will be simple, clear and unambiguous and presented in a thoughtful and organized way. It will be proofread, well polished, and contain very few grammatical and typographical errors.

B (80-89): Good, solid, above-average work of the sort I would expect from a political science student at Utah State University. A B paper will demonstrate a basic competence in the topic at hand. The argument of a B paper will be typically either solid but unremarkable, or it may face some notable, but not grave, problems. If the paper has attempted something more ambitious, there may be some significant problem (such as a failure to address opposing possibilities or insufficient textual support). A paper that otherwise might get an A may drop to a B owing to poor writing. But in general, a B paper will be clearly written and argued and well organized. Your basic argument should be clear to me, whether or not your support for it is rock-solid. A B paper will be free of major problems. Receipt of a B on a paper conceived and executed the night before is cause for celebration (except for the fact that if you had begun earlier and devoted more serious thought to the paper, it might have been an A).

C (70-79): Average work that may suffer from a variety of major ills. The reader may be left unsure what your main thesis is. Your basic thesis may contradict itself in a crucial way or be insufficiently supported or contradicted by the text. Many C papers are poorly written and haphazardly organized, giving the appearance of having been written in haste and with little reflection or attention to the text. Some C papers may evidence significant work, but fail to demonstrate the basic competence in the topic required by a B paper.

D (60-69): A paper receiving a D will have many major problems. This should serve as a wake-up call.

F: Unacceptable work by any measure.

**Appendix 2:** **Rules on Cheating, Falsification, and Plagiarism**

Academic Dishonesty: As specified in PPM 6-22 IV D, cheating and plagiarism violate the Student Code. Plagiarism is “the unacknowledged (uncited) use of any other’s person’s or group’s ideas or work.” Student found guilty of cheating or plagiarism are subject to failure of a specific assignment, or in more serious cases, failure of the entire course.

**Appendix 3: Students with Disabilities**

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilitites (SSD) in Room 181 of the Student Services Center (or Room 221 at the Davis Campus). SSD can also arrange to provide course materials (including this syllabus) in alternative formats upon request. Please refer to SSD’s website for more information: <http://weber.edu/ssd>

**Appendix 4: In Case of University Closure**

If the University is forced to close for any reason during the semester, please check your Weber email for updates on how this course will proceed.  The University announces closures and other emergencies through its Code Purple emergency alert system.  Students are encouraged to sign up for Code Purple: <http://www.weber.edu/codepurple/>