

CPO 3773 Great World Leaders

Fall 2009

M&W, 2:30-4:00p.m.

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Office Hours: M&W, 1:00-2:30; 4:00-5:00 p.m; F: 2:00-5:00 p.m.

(It is best if you make an appointment ahead of time by calling 474-2337.)

For the purpose of inquiring into the nature, contexts, techniques, deeds, and effects of political leadership, in this course we will review, compare, evaluate and hopefully learn from the lives and careers of great leaders from around the world, both ancient and modern. By “great leaders” I mean statesmen who came to wield political power and occupy the principal or one of the highest offices of state largely by persuading large numbers of contemporaries to accept their vision of the public good (although not necessarily by elections as we practice them today), who earnestly strove to implement that vision, succeeding to some extent, and whose impact on their countries or the world is judged by subsequent generations to have been in the main positive. Such leaders tend to come to the fore in times of domestic or international crisis. These are founders, saviors, or renovators of states or regimes that contribute substantially more than they take away from the well-being of their countrymen. Also included among the great are individuals who may be called inspirational leaders because, although they influenced the prevailing opinion or founded or led a political movement or party, by accident or choice they did not occupy an office of state.

Our aim in this course will be to learn as much as we can about great leaders across time and space: their origins and motivations, their personalities, the circumstances under which they exercised their political talents, the ways in which they attracted loyal followers and exercised command, how they persuaded larger publics to their vision, how they treated the un-persuaded, how they dealt with adversaries or enemies, how they handled success and adversity, how they planned for their succession, and finally how they coped with old age, retirement and death, physical or political. We will look for patterns, seeking to identify common traits and skills of leadership. Although for the most part these men and women exhibited evidence of noble character and lofty ambitions, they were far from free of vices or sins. They were human beings, after all, subject and not infrequently yielding to the same temptations of the flesh and the spirit, including a thirst for power and passion for revenge, which assail us all. Still, warts and all, they have much to teach us about the kind of political leadership that is worth emulating.

To achieve our goal, we will jointly read selections from ancient and modern sources. Additionally, each member of the class will research and report on one great leader chosen from a list provided by the instructor. I will, however, entertain suggestions for including others not in the list.

Requirements

You are required to attend class faithfully and, having read the assigned reading before hand, to contribute to class discussion. You will receive a weekly “preparation and contribution” (P&C for short) grade on a scale of 0 to 100. This will be computed as follows: For every day you are in class, you will earn 40 points, unless in response to my questions it is evident that you did not read the assignment, in which case you will earn only 30 points. You can earn an additional 20 points during the week depending on the *quality* of your contributions. Talking a lot without saying anything meaningful won’t earn you any points. (In fact, in such cases I would have to admonish you to restrain yourself.) By *quality*, I mean thoughtful questions or comments that go to the heart of the matter at hand, particularly those that give insight into one or another leader, or identify parallels or contrasts among two or more leaders. Incidentally, there may be weeks when for any reason we meet fewer than two times, in which case the remaining day will be weighted proportionately more heavily so as to always yield a possible 100 points maximum for the week. There is no P&C grade on weeks we do not meet at all, but there will be a P&C grade on days we have individual consultations.

Schedule of Readings.

We will start with *The Cyropaedia: The Education of Cyrus*. We will follow up with Machiavelli’s *Prince*, selections from Plutarch’s *Parallel Lives*, available on the web, and Newell’s *The Soul of a Leader*. A detailed reading schedule is shown below.

Essays.

Having completed most of the common readings, an essay will serve as the functional equivalent of a mid-term exam. Instructions for the essay will be posted on the e-learning page.

Following the mid-term essay, we will read a few more items in common, after which time will be set aside for researching individual papers and preparing group presentations. Each member of the class will do a paper on a modern political leader from a list provided by me. You will be asked to submit a list of preferred leaders and be assigned to report on one of them. A format of the paper will be posted on the e-learning page. Along with the written product, every student will team up with at least one classmate for the purpose of making a presentation. Generally, these presentations will compare two or more leaders. Again, a format for the presentation will be posted. The paper and the presentation will be graded separately.

The paper will be done in stages. First, from a list I will distribute you will rank five leaders in order of preference. One of these will be assigned to you. Next, you will go to the library to identify biographical sources you can use in your report. To those you will add web-based sources. The complete list will be submitted to me for review. Then you will meet with me, twice individually and twice as part of the group with whom you will be making the presentation. These meetings will take place in the classroom during the weeks we do not have a reading assignment. Please note that the

individual and group meetings with the instructor will be assigned a P&C grade for the week according to how well prepared you come to these consultations and how well you summarize your progress to date.

Grading.

The report on the leader is worth half of the final grade (the paper counts for 40% and the oral presentation 10%) and the other half is split equally between P&C and the mid-term essay (25% each).

Integrity.

It goes without saying, but it bears repeating anyway, that anyone enrolled in this course makes a commitment to act with integrity. As specified in the home page of the Department of Government, this means "conducting ourselves honorably, conspicuously refraining from lying or cheating about our work. There can be no phony excuses for failing to complete an assignment, no turning in another's work as one's own, no plagiarism."

Regarding the last-named offense, here is UWF's plagiarism policy: "The UWF Student Handbook, Code of Student Conduct, Academic Misconduct, states: 'Plagiarism. The act of representing the ideas, words, creations or work of another as one's own.' Plagiarism combines theft with fraud, and the penalty is correspondingly severe: failure for the assignment and, in some cases, for the entire course. At the instructor's discretion, she/he may recommend that the student be suspended from the university. Ignorance of the rules about plagiarism is no excuse for it, and carelessness is just as bad as purposeful violation. Students who have plagiarized have cheated themselves out of the experience of being responsible members of the academic community and have cheated their classmates by pretending to contribute original ideas." (For additional information on plagiarism, go the UWF's home page, click on keyword search, and enter "plagiarism policy" (in quotation marks), which allows you to download a word document several pages long.) Plagiarism will be penalized with an "F" for the course.

SCHEDULE OF READINGS AND ASSIGNMENTS

August 24	Introduction to the course
August 26	Xenophon's <i>Cyropaedia</i> , Book I
August 31	<i>Cyropaedia</i> , Books II and III
September 2	<i>Cyropaedia</i> , Book IV
September 7	LABOR DAY. NO CLASS.
September 9	<i>Cyropaedia</i> , Books V, VI, VII, VIII
September 14	Machiavelli, <i>The Prince</i> , Chs. I-IX
September 16	<i>The Prince</i> , Chs. X-XVII
September 21	<i>The Prince</i> , XVIII-XXI
September 23	Plutarch, <i>Parallel Lives</i> , Lycurgus and Solon
September 28	Plutarch, <i>Parallel Lives</i> , Pericles and Alcibiades
September 30	Plutarch, <i>Parallel Lives</i> , Alexander and Caesar
October 5	Newell, <i>Soul of a Leader</i> , Part III, "The First Democracy" (pp. 213-302.)
	List of leaders posted.
October 7-14	NO CLASS. Work on Essay I
October 14	Mid-term essay due in dropbox no later than 11:45 p.m. No late papers accepted, no excuses allowed.
October 19	Newell, <i>Soul of a Leader</i> , "Introduction: What are we looking for in a leader?" (pp. 3-35). Also, "The Titans" (pp. 44-58) and "Presidential Algorithm" (pp. 125-127).
	Ranked list of leaders due.
October 21	<i>Soul</i> , Part II, "Democracy and Empire" (pp. 131-162).

- October 26 *Soul*, Part II, “Democracy and Empire” (162-210) and “Conclusion: The Ten Secrets of Leadership” (313-323).
- October 28 Leaders and groups assigned. Format for paper and group presentation posted. Library session.
- November 2 **Individual** consultations with instructor. It is your responsibility to call Sheila at 474-2337 to schedule a meeting with me during class time (appointment times will be assigned on a first-call basis). I will meet separately with each of you for about 10-12 minutes. To make the maximum use of that time, you need to come thoroughly prepared. Instructions will be posted on how to prepare. Since I will meet with each and every one of you individually, the class time available may be exhausted before I see everyone. In that case you will be scheduled for a time later in the afternoon on M, W or F.
- November 4 **Group** consultations with instructor. It is the responsibility of group members to coordinate with each other and call Sheila at 474-2337 to schedule a meeting with me during class time (appointment times will be assigned on a first-call basis). I will meet separately with very group for about 15 minutes. To make the maximum use of that time, you need to come prepared (be sure to review the posted instructions on how to prepare). Depending on how many groups there are, I may or may not be able to see all during class time. If there are more than five groups, it will be impossible. In that case you will be scheduled for a time later in the afternoon on M, W or F.
- November 9-11 NO CLASS. Work on your papers, coordinate with your group members.
- November 16 **Individual** consultations with instructor. It is your responsibility to call Sheila at 474-2337 to schedule a meeting with me during class time (appointment times will be assigned on a first-call basis). I will meet separately with each of you for about 10-12 minutes. To make the maximum use of that time, you need to come thoroughly prepared. Instructions will be posted on how to prepare. Since I will meet with each and every one of you individually, the class time available may be exhausted before I see everyone. In that case you will be scheduled for a time later in the afternoon on M, W or F.
- November 18 **Group** consultations with instructor. It is the responsibility of group members to coordinate with each other and call Sheila at 474-2337 to schedule a meeting with me during class time (appointment times will be assigned on a first-call basis). I will meet separately with very group for about 15 minutes. To make the maximum use of that time, you need to come prepared (be sure to

review the posted instructions on how to prepare). Depending on how many groups there are, I may or may not be able to see all during class time. If there are more than five groups, it will be impossible. In that case you will be scheduled for a time later in the afternoon on M, W or F.

- November 23-25 NO CLASS. Work on your papers, coordinate with your group members.
- November 30 Two group presentations.
- December 2 Two group presentations.
- December 7. Conclude group presentations.