

**Political Science 190:
First-year Seminar
LEADERSHIP AND DEMOCRACY
FALL SEMESTER 2003**

TTh, 10:00–11:30 p.m.
B261 East Hall

Instructor:

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Office Hours:

Tuesdays, 1–2
Wednesdays, 11–noon
and by appointment

Read this syllabus carefully. You are responsible for the information it contains. If you have any questions, direct them to Professor LaVaque-Manty either in class, via phone or e-mail, or during office hours. If you lose this syllabus, ask for a replacement copy or visit the course website. Any changes made to this syllabus will be posted on the course website.

OVERVIEW

Modern political culture seems to have a contradictory obsession with leadership, on the one hand, and democracy, on the other. We treat strong leaders as heroes, study leaders' histories and debate their qualities. At the same time, we celebrate the idea that political power belongs to equal citizens. This seminar for first-year students studies the tension between leadership ideals and democratic values. We explore the question through readings which are historical and contemporary, scholarly and popular. We will try to understand what "leadership" and "democracy" mean, what different models of leadership are compatible with democracy, and what it says about politics.

IMPORTANT DATES

September 16:	First paper due
October 21:	Second paper due
December 9:	Final paper due

SEMINAR OBJECTIVES

This seminar has several goals: (1) It provides an alternative learning setting; (2) it introduces students to the theoretical study of politics; and (3) trains students' citizenship skills.

The seminar provides a contrast to many of the large courses first-year students must take. The small-group setting allows for interactive learning and more individualized attention than is common in large introductory courses.

Second, the seminar serves as an introduction of sorts to *political theory*. Political theory, which is a “subfield” of political science, studies the ideas, concepts, and theories behind politics. Traditionally, many political theorists have tried to answer the question of how we *ought to organize* our social life; many contemporary political theorists are satisfied with exploring others’ answers and helping us see the many different ways a concept such as “democracy” can be understood. (Is democracy majority rule? Or popular sovereignty? And are those the same thing? Or is democracy about everyone’s *participation* in governance? And what does participation mean?)

The specific purpose of *this* seminar, then, is to make sense of the concepts of democracy and leadership as they relate to one another. Although we won’t focus on contemporary politics in our readings, part of the payoff of the seminar is that students will have better analytic tools for making sense of political questions in their lives.

GENERAL COURSE REQUIREMENTS

Participation

Active participation in the seminar is the most important component in student learning in this seminar. The point of the seminar is to learn to *think*, rather than memorize a large number of factoids or algorithms. Thinking well takes practice. Discussion is one of the least painful and more effective ways of getting some practice. Trying out your ideas on others and listening to theirs makes you a better, more articulate thinker.

Participation in this seminar has two components: (1) in-class and (2) online discussion. Together, they amount to 40% of your course grade.

In-class discussion (20% of course grade) requires active contributions to class discussions *and* the ability to listen to others. Hogging all air time just to hear yourself talk is as bad as not saying anything. Class discussion also requires that you come to class prepared, that is, having done the readings. In each class, two students will be randomly chosen to open discussion on the day’s reading. Each student is allowed one “pass” during the semester; after that, a student will automatically receive a failing grade for 20% of his or her course grade. This drastic policy is to make sure everyone does the readings even though the seminar does not have a final exam.

Online discussion (20%) is accessible through the course website. There will be weekly assignments on the readings. The assignments will also serve as study questions on the readings. You will generally be required write a very brief (about 150 words) response to the readings and/or to other students responses. These online contributions will serve as a springboard for class discussions.

A Remark about Discussions People often don’t like talking about politics, for the simple reason they know there are disagreements about it. In this seminar, everyone will have to overcome this reluctance. At the same time, because of those disagreements, everyone will have to do it respectfully. *There is no dogma in this seminar*. Every political position may be expressed, and everyone must respect others’ right to express their views, no matter how much they might disagree. You don’t have to respect others’ views, but you have to respect their right to have it and express it. But this also means that everyone must be willing to defend his or her position, if others disagree. Furthermore, to criticize or defend a position in this kind of setting, where *understanding* is the goal, everyone must be attentive to *mutually*

intelligible reasons. “Because my Grandpa thinks so” isn’t a good reason; others might not care what your Grandpa thinks.

Papers

There are three papers in this seminar: a very short paper right at the beginning of the term (250–300 words; 10% of the course grade), a midterm paper (750 words; 20%), and a term paper (1,250–1,750 words; 30%). The term paper may be a further development of a theme you have addressed in an earlier paper.

READINGS

The following books have been ordered through Ulrich’s Bookstore, Michigan Book & Supply, and the Union Bookstore. You don’t have to use those stores, but you must get the correct edition.

- James MacGregor Burns, *Leadership* (Harper Torchbooks)
- Lois Gibbs, *Love Canal: The Story Continues* (New Society Publishers)
- Niccolo Machiavelli, *The Prince* (Hackett)
- Garry Wills, *Certain Trumpets* (Simon & Schuster)

Additional readings will be provided as handouts in class or online through the course website.

You are also expected to keep up with the news, preferably by *reading*. The *Michigan Daily* does not count; you should be reading a national newspaper like *The New York Times* or *The Wall Street Journal*. (Most national newspapers have online editions, in case you don’t want to subscribe.)

GENERAL POLICIES

I. Class sessions

The class will start at *exactly* 10:10 and end at 11:30; you must be in class on time.

Cell phones must be silenced for class and may not be used. In general, disruptive behavior — conversations, reading a newspaper or texts for other classes — won’t be tolerated.

II. Religious Observances and Other Scheduling Conflicts

In keeping with the University of Michigan policy of respecting students’ religious commitments, all attempts will be made to accommodate conflicts arising out of religious observances. The following is a list of some major religious and cultural holidays during the semester:

Rosh Hashanah	September 27-28
Yom Kippur	October 6
Sukkot	October 11-12
Shemini Atzeret	October 18-19
Diwali	October 24-26
Ramadhan	October 27
Id al-Fitr	November 26

This list is not inclusive, and you are encouraged to let the professor know about other religious commitments and holidays. (Documentation may be necessary.)

Furthermore, we are aware of and, in principle, sympathetic to the many other pressures students have in their lives and are willing to accommodate reasonable requests for extensions (except in the case of exams) and other issues that involve scheduling conflicts. It is, however, *your* responsibility to bring conflicts to the professor's attention, and to do so *in advance*. Student athletes will, in most cases, need a letter from the Athletic Department about the scheduling conflicts. As a rule, **no late assignments will be accepted without prior permission except in cases of a documented emergency.**

III. Incompletes

The university policy on the grade of “incomplete” will be followed in this course. It is generally not in a student's interest to have an incomplete, so try to avoid getting one.

IV. Academic integrity

Plagiarism and cheating are violations of academic integrity and thus violations of the LS&A Academic Conduct Code, and they will result automatically in a failure in the course. Furthermore, as the LS&A Academic Judiciary Manual of Procedures specifies, a student may be expelled from the university for academic misconduct. For the purposes of this class, plagiarism will be defined as *submitting a piece of work which in part or in whole is not entirely the student's own work without attributing those same portions to their correct source*. Additional information on what does and does not count as plagiarism can be accessed through the course website. **You are responsible for familiarizing yourself with those cases.**

ADDITIONAL COURSE INFORMATION

Disabled student accommodations. If you would like to request academic accommodations due to a disability, please make an appointment to see Prof. LaVaque-Manty. If you haven't done so already, you are also encouraged to contact Services for Students with Disabilities (SSD), Rm. G-625 Haven Hall 1045, tel. 763-3000 (Voice/TTY/TDD).

Office hours. You are strongly encouraged to take advantage of Professor LaVaque-Manty's office hours for any course-related issues whatever. You can also e-mail questions.

Course website. This syllabus, assignments, announcements and other course materials are available on the course website on um.coursetools. Every student has reasonably convenient access to the web, so this should not pose insurmountable difficulties. If it does, please contact Professor LaVaque-Manty with an explanation for why it is insurmountable.

COURSE CALENDAR

- 9/2 Tue Introduction — no reading
 9/4 Thu Burns, ch. 1 (pp. 9–28)
 Wills, “Introduction” (pp. 11–22)
- 9/9 Tue Machiavelli, *The Prince*, chs. 1–19
 9/11 Thu *The Prince*, chs. 20–26
- 9/16 Tue Wills, ch. 15. **First paper due.**
 9/18 Thu Max Weber, “Politics as a Vocation” (online)
- 9/23 Tue Burns, ch. 2–3
 9/25 Thu Burns, ch. 4
- 9/30 Tue Burns, ch. 5
 10/2 Thu Burns, ch. 10
- 10/7 Tue Burns, ch. 11
 10/9 Thu Burns, ch. 12
- 10/14 Tue **Fall recess — no class**
 10/16 Thu Burns, ch. 14
- 10/21 Tue **Second paper due, no reading**
 10/23 Thu Wills, chs. 1 and 9
- 10/28 Tue Andrew Sabl, “The Moral Activist and the Politics of Public Opinion” (handout)
 10/30 Thu Wills, ch 14
- 11/4 Tue Joanne Freeman, “The Art of Political Gossip” (handout)
 11/6 Thu Burns, ch. 6
- 11/11 Tue Burns, ch. 7
 Wills, chs. 2–3
 11/13 Thu Burns, ch. 8
- 11/18 Tue Gibbs, chs. 1–2
 11/20 Thu Gibbs, chs. 3–5
- 11/25 Tue Wills, ch. 16
 George Orwell, “Reflections on Gandhi” (handout)
 11/27 Thu **Thanksgiving recess — no class**
- 12/2 Tue Burns, ch. 9
 Wills, ch. 5
 12/4 Thu Joanne Freeman, “Dueling as Politics” (handout)
- 12/9 Tue **Third paper due — no reading**