

Review Questions for the Hour Exam

1. Using the *concepts and theories of this course*, account for why Richard II failed as a leader.

2. Discuss the following soliloquy of King Richard (*Richard II*, Act III, Scene ii, lines 160-170, 172-177) in terms of the course material about the effects of power on the power-holder:

For within the hollow crown
That rounds the mortal temples of a king
Keeps Death his court; and there the antic [= clown] sits,
Scoffing his state and grinning at his pomp;
Allowing him a breath, a little scene,
To monarchize, be feared, and kill with looks;
Infusing him with self and vain conceit,
As if this flesh which walls about our life
Were brass impregnable; and humored thus,
Comes at the last, and with a little pin
Bores through his castle wall, and farewell king!

. . . .

Throw away respect,
Tradition, form, and ceremonious duty;
For you have but mistook me all this while.
I live with bread like you, feel want, taste grief,
Need friends. Subjected thus,
How can you say to me I am a king?

3. Compare and contrast (a) the 1934 Nazi Party Rally at Nuremberg (as represented by the film, “Triumph of the Will”) and (b) a University of Michigan home football game (as represented in your own experience). You may wish to focus on the following dimensions of comparison:

- The nature and role of charismatic leadership
- The nature and function of shared *symbols, gestures, and dress*
- The nature and representation of the “enemy”
- The nature of the different “audiences” involved, and the commitments and actions asked of these different audiences -- those actually present, those not present but involved in the institution (party or university), those viewing the media representation

4. Over the past eight years, Hillary Rodham Clinton seems to have elicited strong reactions — positive and negative — from many Americans. Compare and contrast the explanation for this that would be given by (a) MacKinnon and (b) each of the following:

Domhoff, Freud, Ruddick, Weber, and the psychological research on leadership presented in the course.

5. Discuss ways in which the following phenomena or policies might serve *ruling class* interests (regardless of whether they were *intended* to do so):

- The way the media covered the recent World Cup victory of the US women's soccer team
- The plot line of any *new* prime-time television show for this season
- The expansion of professional baseball postseason play -- from a single 7-game "World Series" (up through 1968), to the present two rounds of League play-off series, followed by a World Series
- The media coverage of the death of John F. Kennedy, Jr. and his wife Caroline Bessette Kennedy
- The recent admission, by the Philip Morris Company, that cigarettes cause cancer
- Former US President (and Michigan alum) Gerald R. Ford's July 1999 Op-Ed article in *The New York Times*, defending UM's affirmative action policies

6. "In the end, charismatic leadership usually leads to violence and war." Do you agree? Why, or why not? Discuss in terms of the course material on leadership and on war.

7. Certain leaders, such as Gandhi or Martin Luther King, Jr., seem to have led without creating scapegoats. Using the *material of this course*, how would you explain this?

8. How would Ruddick's concept of "maternal thinking" and Martin Luther King's "dream" be characterized by: MacKinnon, Freud, Weber, Erikson, and Janoff-Bulman?

9. As you read this, there is concern that the recent military coup d'état in Pakistan might increase tensions with India and lead to a new war between those two countries. Assume that you have been hired by the CIA as a political psychology consultant, to assess the likelihood of such a war over the next 6-12 months, so as to help U.S. policy planners. *Drawing on the concepts and theories of this course*, what information and materials would you want to have in order to carry out this assignment, and why?