

## **EXECUTIVE LEADERSHIP IN THE UNITED STATES: PUBLIC, PRIVATE, NON-PROFIT**

American Politics Seminar

Spring Term 2013. Tuesdays 6:10-8:00 PM

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This seminar is an examination of the nature and practice of executive leadership in public, private (i.e., for profit, business), and non-profit institutions in the United States. The course does not begin with a theory of executive leadership. Rather, the goal of the course is to develop such a theory, a theory that takes into account the similarities and differences among the very different institutional sectors in American life, and a theory that distinguishes authentic leadership from four related matters, the effective exercise of power, effective management, having a “top job,” and celebrity. The first part of the course is devoted to a discussion of common, required readings that consider the nature and practice of executive leadership in public, private, and non-profit institutions as well as problems associated with gathering, organizing, and analyzing data on leadership. The second part of the course is devoted to students’ presentations, in class, of their own research on particular public, private, and non-profit executive leaders or problems in executive leadership, and to class discussion of their research. A breakdown of course requirements and grading is indicated below.

Each student will write a research paper (approximately 35 pages) on a particular public, private, or non-profit executive leader or problem in executive leadership. It is most likely that the paper will take the form of a case study. However, there may be other approaches to an appropriate seminar paper. We will begin discussing students’ personal career interests, research interests, and research strategies on the first day of class. During the first part of the course, as students set out their research programs, we will often come back to these issues in class discussions. Students should also arrange to discuss their interests and research plans with the professor individually within the first three weeks of the term in order to get a “go ahead” for their topics. By Thursday January 31, students must submit a brief paragraph describing their research topics (by e-mail, no attachments). This is in preparation for a special and required meeting devoted to students’ research in Butler Library on February 5. The statement of research plans will help the librarians organize their ideas and comments in a way that is most beneficial to students. In addition, each student must submit a prospectus and preliminary annotated bibliography for the paper on March 5. The prospectus must contain: a statement of research topic, a statement of the goal and value of the research, a statement of the tentative thesis of the paper, a description of the topics the paper will cover; a preliminary outline of the paper; a preliminary annotated bibliography containing at least 20 primary and secondary sources. A more detailed explanation of the prospectus and preliminary annotated bibliography will be handed out and discussed in class on January 29. The prospectus and preliminary bibliography will be returned with comments on March 12. At the same time, a schedule for students’ presentations in the second part of the course will be distributed. Students will present their research to the seminar for comment and discussions (approximately 35 minutes for each presentation and 15 minutes for discussion). Presentations will begin March 26 and continue through April 30. Papers are due May 10. There will be a final, 2-hour quiz on May 14.

**Requirements and grading:**

Seminar research paper (late papers will be down-graded)	55%
Prospectus and annotated bibliography for research paper (late papers will be down-graded)	10%
Oral presentation of individual research to the Seminar	10%
General contribution to the Seminar: discussion of common readings; attendance	10%
Final Quiz	15%

**Readings:**

Items noted \* have been ordered at Book Culture. Other readings are in College Reserves, Butler Library. Most of these items are linked, electronic resources, others are physically in Reserves.

Assignment dates are tentative and may vary as class discussions require. There may be additions to or changes in the readings. If there is any confusion about weekly assignments, do not hesitate to ask for clarification.

**SCHEDULE OF WEEKLY ASSIGNMENTS**

- January 22**    **Introduction to the Course and Requirements.**  
**Initial discussion of students’ research interests.**
- January 29**    **What is leadership? Developing a Theory of Leadership.**  
**Guidelines for preparing prospectus and preliminary annotated bibliography handed out.**
- Assignment:**
- William Langewiesche, *American Ground*. \* [This is also available as a 3-part series in *The Atlantic Monthly*. The 3 parts of the article are available electronically as electronic reserves. Read the book if you are able to get it. Otherwise, read the 3 articles.]
- Louis Freeh, “Report of the Special Investigative Counsel Regarding the Actions of The Pennsylvania State University Related to the Child Sexual Abuse Committed by Gerald A. Sandusky,” July 2012. [www.thefreehreportonpsu.com](http://www.thefreehreportonpsu.com).
- January 31**    **Brief paragraph descriptions of executive leader/research topic due (for use of librarians). Submit this by ordinary e-mail (not as an attachment) to me (mkz1@columbia.edu) and to the reference librarian (e-mail address TBA) .**
- February 5**    **Class meets in Butler Library with reference librarian (required).**

**February 12 What is Leadership?, con't.**

**Assignment:**

U. S. Congress. House. *Failure of Initiative*. Final Report of the Select Bipartisan Committee to Investigate the Preparation for and Response to Hurricane Katrina. [This Congressional report is available in several forms: copies in both College and Lehman Reserves; E-Link available through LibraryWeb CLIO and Course Reserves for this course. Ask a Reserves Librarian for help if you have trouble finding this item.]

Raffi Khatchadourian, "The Gulf War: An Investigation of the BP Oil Spill," *The New Yorker*, March 14, 2011 [College Reserve]

**February 19 What is Leadership?, con't.**

**Assignment:**

David Bromwich, "How Lincoln Won" and "Lincoln at War," *The New York Review of Books*, October 19 and November 2, 2006. [College Reserve]

Robert A. Caro, "The Transition" [Lyndon B. Johnson], *The New Yorker*, April 2, 2012. [College Reserve]

James Fallows, "The Political Scientist" [Harold Varmus], *The New Yorker*, June 7, 1999. [College Reserve]

"The Cheney Vice Presidency," *Washington Post*, June 24-27, 2007. [College Reserve]

Ryan Lizza, "The Consequentialist: Barack Obama's Shifting Foreign Policy," *The New Yorker*, May 2, 2011. [College Reserve]

Dennis R. Young, "Executive Leadership in Nonprofit Organizations," in Walter W. Powell, ed., *The Nonprofit Sector*. [College Reserve]

Jay A. Conger, "The Dark Side of Leadership," *Organizational Dynamics* 19.4 (1990). [College Reserves]

Steven Rattner, *Overhaul*. \*

**February 26 Developing Models for Analysis.**

**Assignment:**

David R. Gergen, *Eyewitness to Power*. \*

Michael Lewis, "Obama's Way," *Vanity Fair*, October 2012. [College Reserve]

Ron Suskind, *Confidence Men: Wall Street, Washington, and the Education of a President*.\*

- March 5**      **Developing Models for Analysis, con't.**  
**Prospectus and preliminary annotated bibliography due.**
- Assignment:**
- Jameson W. Doig and Erwin C. Hargrove, “‘Leadership’ and Political Analysis,” in Doig and Hargrove, eds., *Leadership and Innovation*, ch. 1. [College Reserve]
- Richard Neustadt, *Presidential Power and Modern Presidents*. \*
- March 12**      **Developing Models for Analysis, con't.**  
**Prospectus and preliminary annotated bibliography returned with comments.**  
**Schedule of student presentations handed out.**
- Assignment:**
- Nannerl Keohane, *Thinking About Leadership*. \*
- Matthew Stewart, “The Management Myth,” *The Atlantic Monthly*, June 2006. [College Reserve]
- March 19**      **Spring Break.**
- March 26 -**      **Presentations of student papers.**  
**April 30**
- May 10**      **Papers due.**
- May 14**      **Final Quiz. 6:00-8:00 PM. Location TBA. This is the regular class time during the final exam week. Put this time and date into your schedules now. Any change will be announced.**