



PPE 3020
LEADERSHIP IN MULTILATERAL DIPLOMACY
ACADEMIC YEAR 2024/2025
AUTUMN SEMESTER

COURSE SYLLABUS

1. COURSE INFORMATION

Classes held on: S/T 8:00-9:40
Room: UG-501
Credits: 4
Prerequisite(s): None

2. FACULTY INFORMATION

Faculty Name: Dr. Herman T. Salton
Title and Department: Visiting Associate Professor of International Relations, PPE
Email: herman.salton@auw.edu.bd
Office Location: UG-701
Office Hours: Sunday, 4:00-6:00

Qualifications: J.D. Trento, PhD Auckland (Int'l Law), MPhil Oxford (Int'l Relations), PhD Wales (IR)
Areas of Expertise: International Relations, International History, International Organizations
Profile: I am an Associate Professor based in Tokyo (Japan) and a Visiting Fellow at Oxford University (UK). Previously, I was an Associate with the Under-Secretary-General of the United Nations in New York City; a Senior Research Fellow at the Ralph Bunche Institute for International Studies, City University of New York (CUNY); a Visiting Scholar at Sciences-Po in Paris (France); and an officer at the Icelandic Human Rights Centre in Reykjavík (Iceland). I am fluent in English, French, Italian and Spanish, and I have published widely on the United Nations, international relations, on human rights. More info on www.hermansalton.net

3. TEXT AND OTHER COURSE MATERIALS

The two textbooks for this course will be: R. A. W. Rhodes and Paul 't Hart (eds), *The Oxford Handbook of Political Leadership* (Oxford: Oxford University Press, 2014) and Kent J. Kille, *From Manager to Visionary: The Secretary-General of the United Nations* (London: Palgrave, 2007). Other readings and audio-video materials will be used as needed. Copies of the readings will be shared with the students beforehand.

4. COURSE OBJECTIVES AND DESCRIPTION

The list of topics that directly or indirectly relate to political leadership is almost endless: elections, conflict management, public policy, government popularity, development, governance networks, and regional integration, to name but a few. In our media age, leaders are presented as the solution to almost every social problem. Through the mass media and the Internet, citizens and professional observers follow the rise, impact, and (often) the fall of senior political officeholders at closer quarters than ever before. Yet the concept of leadership remains elusive. Are there objective standards to assess political leadership? Do ethical considerations play a role? How about our political preferences? To put it bluntly: was Hitler a good leader?

This course is divided into two parts. In the first one, leadership theories will be canvassed, normative questions will be addressed, and the relationship between leaders and society will be a dominant theme. The purpose of this part is to study the role of individual leaders and the exercise of leadership to explain political outcomes. We will also consider the philosophical and psychological aspects of leadership, including the master skill of discernment underpinned by a leader's character. We will ask: does a political leader matter?

The second part of the course will focus on what is arguably the world's best known (and most controversial) international leader: the Secretary-General (SG) of the United Nations. It will consider the multitude of factors that have shaped the role of the world's top diplomat by reviewing how SGs have exercised their functions and by comparing their leadership skills with those of national leaders. The course will also highlight the moral authority of SGs and will ask if—and why—they carry more weight than national leaders.

5. LEARNING OUTCOMES

Student Learning Outcomes

- Situate the role of leadership in international politics;
- Understand the differences between domestic and international leadership;
- Reflect on the meaning of leadership;
- Decide what are the skills that make an effective international leader;
- Debate whether international leadership matters in world politics;
- Understand the powers and limitations of the UN Secretary-General;
- Review how the Secretaries-General of the past have handled major crises;
- Compare the prerogatives of the UN Secretary-General with those of national leaders.

Method of Assessment

- Participation
- Group discussions
- Presentations
- Final paper

6. ATTENDANCE REQUIREMENT & GRADING POLICY

Students are expected to attend all classes. Missing classes will reduce the attendance and participation components of the final grade (see below). Students will be excused for health reasons only if they provide supporting documentation. Other reasons for excused absences will also require supporting evidence. As per AUW policy, missing more than 25% of classes may result in a student's failure in the course.

7. CONTACT WITH YOUR PROFESSOR

The best way to reach me is either by coming to my office hours or by emailing me. However, please note that I send/receive a high number of emails daily, so it may take some time to get back to you.

8. COURSE SCHEDULE

Week 1 | 1-3 September | Introduction

CLASS 1 —Introduction: Teacher, Students, Goals

Discussion Questions: Why him? Why us? Why here?

Required Readings: None

CLASS 2—Methodology: What, Why and How to Learn

Discussion Question: What is the best approach to political leadership?

Required Readings: None

Week 2 | 8-10 September | Political Leadership

CLASS 1 — What is Political Leadership?

Discussion Question: Does Political Leadership Matter?

Required Readings: Rhodes, Chapter 1

CLASS 2— Puzzles of Political Leadership

Discussion Questions: What Are the Problems Raised by the Study of Political Leadership?

Required Readings: Rhodes, Chapter 1

Part 1: Disciplinary Perspectives

Week 3 | 15-17 September | Western and Eastern Perspectives

CLASS 1 — Political Leadership in Western Political Thought

Discussion Question: What is the Role of Leadership in Western Political Thought?

Required Readings: Rhodes, Chapter 2

CLASS 2— Political Leadership in Confucianism

Discussion Questions: What is the Role of Leadership in Confucianist Thought?

Required Readings: Chapter 4

Week 4 | 22-24 September | Feminist and Psychological Perspectives

CLASS 1 — Feminism and Political Leadership

Discussion Question: What is the Relationship between Feminism and Leadership?

Required Readings: Chapter 5

CLASS 2— Social Psychology and Political Leadership

Discussion Questions: What is the Relationship between Social Psychology and Leadership?

Required Readings: Chapter 10

Part 2: Political Leadership in Context

Week 5 | 29 September-1 October | Populist Leadership and the United States

CLASS 1 — Populism and Political Leadership

Discussion Question: Who is a Populist Leader?

Required Readings: Chapter 25

CLASS 2— Leadership and the American Presidency

Discussion Questions: How Does the US President Exercise Political Leadership?

Required Readings: Chapter 29

Week 6 | 6-8 October | Parliamentary Leadership and the United Kingdom

CLASS 1 — The Variability of British Prime Ministers

Discussion Question: How Do British Prime Ministers Exercise Political Leadership?

Required Readings: Chapter 32

CLASS 2— Prime Ministerial Power in the United Kingdom

Discussion Questions: How does the British Prime Minister Exercise Power?

Required Readings: Chapter 33

Week 7 | 13-15 October | No Classes [Durga Puja & Leave]

Part 3: International Leadership

Week 8 | 20-22 October | Mid-Term Prep & Mid-Term Assessment

CLASS 1 — Preparation for Mid-Term

Discussion Question: TBC

Required Readings: TBC

CLASS 2— Mid-Term Assessment

Discussion Questions: TBC

Required Readings: TBC

Week 9 | 27-29 October | International Political Leadership

CLASS 1 — Political Leadership and the UN Secretary-General

Discussion Question: What Type of Political Leadership Does the UN Secretary-General Have?

Required Readings: Kille, Chapter 1

CLASS 2— Three Models of Leadership for UN Secretaries-General

Discussion Question: Do Personalities and Context Play a Role in the SG's Political Leadership?

Required Readings: Kille, Chapter 2

Week 10 | 3-5 November | Visionary, Managerial, and Strategic Leadership

CLASS 1 — Visionary, Manager, or Strategist?

Discussion Question: Are the Three Models of Political Leadership Helpful?

Required Readings: Kille, Chapter 3

CLASS 2— Introduction to Three UN Secretaries-General

Discussion Questions: Why Were Hammarskjöld, Waldheim, and Annan Special?

Required Readings: Kille, Chapter 3

Part 4: The Political Leadership of the UN Secretary-General

Week 11 | 10-12 November | The Visionary: Dag Hammarskjöld

CLASS 1 — Dag Hammarskjöld and Political Leadership (I)

Discussion Question: How Was Hammarskjöld's Leadership Distinctive?

Required Readings: Kille, Chapter 4

CLASS 2— Dag Hammarskjöld and Political Leadership (II)

Discussion Questions: What Does 'Visionary Leadership' Look Like?

Required Readings: Kille, Chapter 4

Week 12 | 17-19 November | The Manager: Kurt Waldheim

CLASS 1 — Kurt Waldheim and Political Leadership (I)

Discussion Question: How Was Waldheim's Leadership Distinctive?

Required Readings: Kille, Chapter 5

CLASS 2— Kurt Waldheim and Political Leadership (II)

Discussion Questions: What Does 'Managerial Leadership' Look Like?

Required Readings: Kille, Chapter 5

Week 13 | 24-26 November | The Strategist: Kofi Annan

CLASS 1 — Kofi Annan and Political Leadership (I)

Discussion Question: How Was Annan's Leadership Distinctive?

Required Readings: Kille, Chapter 6

CLASS 2— Kofi Annan and Political Leadership (II)

Discussion Questions: What Does 'Strategic Leadership' Look Like?

Required Readings: Kille, Chapter 6

Week 14 | 1-3 December | Final Assessment Week

9. ASSESSMENT METHODS

- 1) Presentation (20%): This will be a short, 10-minute presentation that you will give to the class on any topic which is related to political leadership. This is your chance to explain a related issue you find intriguing and/or problematic. After the presentation, there will be a Q&A (question & answer) session. Although some people are nervous about speaking in public, this is a key part of your development and the sooner you start, the better.
- When:* One presentation per student, beginning from Week 3. You will be able to sign up for a slot during Week 1 and 2.
- 2) Memo (30%): You are a Senior Advisor, a crisis has erupted, and you have been asked to write a short (1,000 word) memo setting out the contours of the problem and your recommendation for solving it. The nature of the crisis will be made known to you at the start of the course, so that you will have time to prepare. This will also count as part of your mid-term assessment.
- Due:* Mid-Term Assessment Week
- 3) Final Paper (40%) This 2 hour-long final essay paper will include two parts. The first part will test the breadth of your knowledge on the topics covered, while the second part will ask you to critically evaluate a pressing UN problem. To succeed in the first part of the paper, you will need to attend classes regularly and to read widely on the topics covered in the course. To succeed in the second part of the test, you will also need to use your critical thinking skills and to apply in practice the concepts that we will cover theoretically. Samples of the essay questions can be provided.
- Date:* Final Assessment Week
- 4) Attendance/Particip. (10%) Your attendance to class will be monitored and your active participation to class debates will be assessed on a regular basis.

Your performance will be assessed according to the AUW scale:

A+	4	97-100
A	4	93-96
A-	3.7	90-92
B+	3.3	87-89
B	3	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	60-66
F	0	0-59

More specifically, the criteria used for grading the final paper are as follows:

- Whether there is evidence of reading
- Whether it shows knowledge and understanding of the relevant theories and concepts
- Whether it brings tools of analysis from politics, philosophy, and economics
- Critical analysis
- Clarity of writing
- Accurate referencing; for references and bibliographies use any of the standard
- referencing systems

We will do preparations for essay-writing in class. In general, the sooner you start working on your paper(s), the better the result (and grade!) will be. The golden rule is: don't leave it to the last minute!

10. KEY DATES & DEADLINES

Presentations:	TBC
Memo:	Mid-Term Assessment Week
Final Exam:	Final Assessment Week
Participation:	On a regular basis

11. PLAGIARISM & ACADEMIC INTEGRITY

At university, plagiarism is theft. Because of this, I take a zero-tolerance approach to it, so don't cheat! I will find out, you will receive a failing grade, and you also will be in my very own blacklist, which means I won't

be able to write any reference letter for you. Remember: ZERO tolerance. It is better to submit a poor paper than a plagiarized one; the former may give you low grades, but the latter will give you a fail.

Plagiarism is intentionally or unintentionally taking credit for another's words or ideas. You may not plagiarize in your academic work, and you must adhere to the following:

- When you use someone else's words (whether they are from a distinguished author or a classmate's paper), place the words you have copied in quotation marks and provide the appropriate citation of author and source. A good guideline to use to avoid plagiarism is to ensure quotes of three or more sequential words from someone else are put in quotation marks.
- If you paraphrase (reword) another person's ideas, you must also cite the source. Paraphrasing must involve changing the words and sentence structure of the original source. Cite materials you copy or paraphrase from the internet, even if the author is not identified. If you are not sure: cite it!

Other Forms of Academic Dishonesty

1. Making up references, quoting wrong sources, etc.
2. Falsifying data.
3. Misrepresenting your situation to be excused from academic work.
4. Submitting the same paper in more than one class.
5. Informing a student in a later class about questions on tests or quizzes.
6. Misrepresenting your academic work or qualifications in any way.

Full details about plagiarism, academic dishonesty and penalties are available in the Academic Honor Code in the Academic Bulletin.

12. STRATEGIES TO PREVENT PLAGIARISM & VIOLATIONS OF ACADEMIC INTEGRITY

I use anti-plagiarism software, but typically I don't need to. We can see plagiarism from miles off!

13. CLASS BEHAVIOUR

My assumption is that each student in this class is motivated, intelligent and considerate of the opinions of others, and my expectations of you reflect this assumption.

I would like to ask you to please come to class on time and participate while you are here. Of course, sometimes circumstances prevent your timely arrival—in these cases, please enter quietly and sit by the door. If you need to leave early, please sit by the door and leave quietly. If you will frequently need to arrive late or leave early, please speak to me about it. I am committed to starting and ending every class exactly on time, so please do not prepare to leave before I have ended class. It is disrupting to your colleagues and to myself. Also, please do not to read or sleep in class nor talk to students around you.

Please also be sure to turn off all phones and beepers. It is not appropriate to leave class in order to answer a call. If you feel that you have extenuating circumstances (e.g., a work or family emergency), please see me before class to discuss it. I encourage you to stop me during class if you have a question or relevant comment. If you feel uncomfortable talking during class, please approach me after class or through email. It is my job to help you understand the material and I will do what I can to make sure that you do.

14. GRADING RUBRICS

Grades are important and you should strive to obtain the best possible grade.

However, the way you study is even more important. In this course, factual knowledge is essential but insufficient to achieve good results; critical thinking is what will make the difference not only in terms of marks but also—and more importantly—in terms of your personal development.

Consequently, the mere regurgitation and memorization of facts will not take you far—only the critical assessment of those facts will. What I am interested in is your approach to a certain problem. But you will only be able to acquire this analytical capacity if you come to class, read widely and participate in the discussions. Remember: analytical reasoning without facts is impossible, but facts without any analytical framework are useless! So both are needed and will be required of you.

The rubrics used to assess your work are reproduced in the following page.

Written Work				
Criteria	A	B	C	D
Content	Thorough understanding of material used; use of evidence; convincing argument; clear separation between others' and one's opinion.	Some uncertainty regarding the material used; good argument but insufficiently supported.	Vague understanding of material used; unclear argument with no support; unclear purpose of the essay.	Wrong understanding of material used; no argument.
Writing style & structure	Clear structure of the essay overall and of separate paragraphs; sentences are clear and to the point; no unnecessary words; emotionally neutral language; accurate spelling and grammar.	Mostly clearly structured with a few minor "jumps" in the flow of arguments; few unnecessary words and/or sentences that do not directly relate to the topic; some spelling or grammatical errors.	Poorly structured; paragraphs consisting of one sentence and/or one-page paragraphs with no lead sentences; frequent use of emotionally loaded and/or unnecessary words; significant spelling and grammatical errors.	Unstructured text; long, complex, unclear and grammatically incorrect sentences; short non-sentences; many spelling mistakes
References	All references done correctly and consistently.	Most references done correctly with minor mistakes that allow the reader to identify the source regardless. Minor inconsistencies.	Some info on the source provided in an inconsistent manner; some essential information missing or misplaced.	Very limited and/or incorrect information that makes it very hard to identify the sources used.

Discussions and Class Participation

Criteria	A	B	C	D
Contribution to class discussion	Well prepared for class; active participation in class discussions; meaningful contributions by linking assigned readings to other knowledge; engagement with class; often shows critical thinking.	Prepared for class; average participation in class discussions; contributions mostly based on simple re-statement of material from assigned readings; rarely engages in direct discussions; sometimes shows critical thinking;	Most of readings done in advance, but the information is not very internalized; very limited participation in class discussion; rarely demonstrates critical thinking.	Readings rarely done in advance; no participation in class discussions; no critical thinking.