



## PPE4300 - INTERNATIONAL LEADERSHIP

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### 1. CONVENOR

Email: herman.salton@auw.edu.bd  
Office: H612  
Office Hours: Monday, 2pm-4pm; Tuesday, 3pm-5pm  
*Please stick to these days and times. If you really cannot make them, please email me in advance to arrange an appointment. Thank you.*  
Classes: Sunday, 4pm-6.40pm

Qualifications: JD (Trento), PhD (Auckland), MPhil (Oxford)  
Areas of Expertise: International Relations  
United Nations  
International and Diplomatic History  
Human Rights (especially racial and religious discrimination)  
International Law (especially international organization)

Profile: Herman Tutehau Salton, PhD, was educated at the universities of Trento, Auckland and Oxford. A Senior Fellow at the Ralph Bunche Institute for International Studies, City University of New York (CUNY), he was also a visiting scholar at Sciences-Po, Paris (France) and TUJ, Tokyo (Japan); a human rights officer at the Icelandic Human Rights Centre, Reykjavík (Iceland); and an Associate with the Under-Secretary-General for Political Affairs, United Nations Headquarters, New York City (USA). He publishes in the areas of international politics, international law, global history and human rights, and is fluent in English, French, Italian and Spanish.

### 2. TEACHING ASSISTANT

Name: Emily Eckardt  
Email: emily.eckardt@auw.edu.bd  
Office Hours: TBA

### 3. DESCRIPTION

This course is divided into two parts. In the first one, classical leadership theories will be canvassed, normative questions about leadership will be addressed, and the relationship between individual leaders and the wider societal and historical forces they encounter will feature as a dominant theme. A particular aspect of this course will be to focus on the philosophical and psychological aspects of leadership, including the master skill of discernment underpinned by a leader's character. The second part of the course will focus on what is

arguably the most important international leader in today's globalized world: the UN Secretary-General. It will consider the factors that have shaped the role of the world's top diplomat by reviewing how the SGs of the past have exercised their functions and by comparing their leadership skills with those of national leaders. The course will also highlight the unique moral authority of the Secretary-General and will ask whether—and why—he or she carries more weight than national leaders.

#### 4. LEARNING OUTCOMES

By the end of the course, students should be able to:

- Reflect on the meaning of leadership;
- Situate the role of leadership in international politics;
- Understand the differences between domestic and international 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.

#### 5. SCHEDULE

##### PART ONE: INTERNATIONAL LEADERSHIP

##### **Week 1: Introductions**

Part 1 – Introducing the Course

Part 2 – Introducing the Subject

*Readings: No Readings This Week*

##### **Week 2: Leadership and Management**

Part 1 – Leadership and Followership: What Difference?

Part 2 – Class Exercise: What is Your Definition of Leadership? And of Int'l Leadership?

*Readings: Burns (pp.1-28); Grint (pp.1-32)*

##### **Week 3: The Moral Dimension of Leadership**

Part 1 – Leadership and Values

Part 2 – Class Exercise: Can Good Leadership Be Unethical? Why?

*Readings: Burns (pp.29-46)*

##### **Week 4: The Psychological Dimension of Leadership**

Part 1 – The Impact of Personality, Desires, and Needs

Part 2 – Class Exercise: What Are the Best Personality Traits for a Leader?

*Readings: Burns (pp.49-80)*

##### **Week 5: The Social Dimension of Leadership**

Part 1 – The Impact of Family, Education, Society and Political Views

Part 2 – Class Exercise: Can a Society Turn a Follower into a Leader?

*Readings: Burns (pp.4-104)*

**Week 6: Female Leadership**

Part 1 – Gender, Personal Traits and Glass Ceilings

Part 2 – Class Exercise: Do Women Make Better Leaders Than Men?

*Readings: Foley (pp.209-237)*

**Week 7: International Leadership**

Part 1 – National versus International Leadership

Part 2 – Class Exercise: Does International Leadership Exist? If So, What Is It?

*Readings: Foley (pp.265-296)*

PART TWO:

THE LEADERSHIP OF THE UN SECRETARY-GENERAL

**Week 8: Three Models of Leadership for the SG**

Part 1 – The Role of Personality and Context in the SG's Job

Part 2 – Class Exercise: Compare Managerial, Strategic and Visionary Leadership

*Readings: Kille (pp.7-37)*

**Week 9: The SG's Role and Leadership**

Part 1 – The SG's Job: Influence or Leadership?

Part 2 – Class Exercise: Is Managerial Leadership Incompatible with UN Values?

*Readings: Kille (pp.39-66)*

**Week 10: The Visionary – Dag Hammarskjöld**

Part 1 – Hammarskjöld's Visionary Leadership

Part 2 – Class Exercise: Was Hammarskjöld a Good SG? Why?

*Readings: Kille (pp.67-121)*

**Week 11: The Manager – Kurt Waldheim**

Part 1 – Waldheim's Managerial Leadership

Part 2 – Class Exercise: Is Waldheim's Past a Problem for a SG?

*Readings: Kille (pp.123-153)*

**Week 12: The Strategist – Kofi Annan**

Part 1 – Annan's Strategic Leadership

Part 2 – Class Exercise: How and Why Was Annan a Strategist?

*Readings: Kille (pp.155-215)*

**Week 13: Comparing SGs**

Part 1 – The Importance of the International Context for a SG

Part 2 – Class Exercise: Compare Hammarskjöld, Waldheim and Annan's Skills

*Readings: Kille (pp.217-255)*

**Week 14: Conclusion**

Part 1 – International Leadership, Vision and Manipulation

Part 2 – Class Exercise: What Does the Perfect International Leader Look Like?

*Readings: Burns (pp.444-462)*

## 6. CLASS FORMAT

The course involves a mixture of lectures and discussions. All classes will be interactive: in my view, the role of the teacher is not to offer the right answers but to ask probing questions, especially in a course like this that deals with controversial topics that rarely have definitive answers. So it will not be enough to come to class: you will need to be proactive and participate in the discussion. Naturally some of you will be shyer than others, which is fine (the best students are not always the most talkative). But you *will* need to interact with your peers.

The subjects discussed are hotly debated and some of you will have strong opinions about them. Others will find the materials totally alien. Both situations are normal—international leadership is a fiercely contested concept, which is why it is so exciting. Yet this is also why I expect you to come to class having done the readings and ready to ask questions about materials or concepts that are unclear to you. I make a conscious effort to invite discussion, so I will raise provocative questions and you should be prepared to engage with them.

In the course of our discussions, it is imperative that you interact respectfully with your peers. As we will be discussing issues for which there are no easy answers, it is important that you understand that everyone comes to the class with different life experiences which shape their beliefs and different levels of prior exposure to the ideas and events discussed in this class. I will thus expect—and will not condone anything short of—an attitude of collegial respect.

## 7. TEXTBOOKS

Burns, James M.

*Leadership*

New York: Harper Collins, 2010

Grint, Keith

*Leadership: A Very Short Introduction*

Oxford: Oxford University Press, 2012

Foley, Michael

*Political Leadership: Themes, Contexts and Critiques*

Oxford: Oxford University Press, 2014

Kille, Kent J.

*From Manager to Visionary: The Secretary-General of the United Nations*

Basingstoke: Palgrave MacMillan, 2007

## 8. ASSESSMENT

- 1) Presentation (20%): This will be a short, 10-minute presentation that each of you will give to the class on a dilemma of international leadership your choice. This is your chance to explain the leadership aspects of an international politics issue that you find intriguing/problematic. After the presentation, there will be a 10 minutes Q&A session, i.e. the class and/or I will ask you questions which you will be expected to address. While some people are nervous about public speaking, this is a key part of your development and the sooner you start,

the better. So do not be afraid—you are here to learn! More advice on presentations will be given in due course.

*When:* One presentation per class beginning from Week 3 (2 February 2014). You can sign up for a slot during Week 1 and 2.

2) **Essay: Comparison (20%):** In this 1,000-word essay, you will be asked to compare the leadership skills of two prominent personalities: the Mahatma Gandhi of India and Martin Luther King of the USA. Both were outstanding personalities who had an impact well beyond their national borders, but what exactly unites them and what divides them? Were they different in approaching their beliefs? Did they have similar or different personalities and backgrounds? And did their respective societies influence their leadership? More guidance on this assignment will be given to you shortly.

*Due:* Tuesday, 25 February 2014

3) **Nobel Prize Report (20%):** You have been appointed to the Committee in charge of awarding the newly-instituted Nobel Prize for International Leadership (NPIL). As a member of that committee, you have to write a 1,000-word report explaining why your (living) candidate deserves the prize. In the report, you will need to address a range of issues relating to both the personality and the context within which your candidate operates, and you will explain why you believe s/he exceeds the high expectations that an international leader must have. More guidance will be given closer to the due date.

*Due:* Sunday, 30 March 2014

4) **Final Essay 20%)** This two-hour in-class essay will test the depth and breadth of your knowledge. Your abilities to comprehend and analyse a number of international leadership issues will be assessed. Detailed advice on the contents—and on how to prepare for—this in-class assignment will be given closer to the date.

*Date:* Tuesday, 27 April 2014

5) **Participation (20%)** Your participation grade will depend on the regularity of your class attendance, on your punctuality and on your contribution to class debate (such as addressing questions when I ask them in class and asking questions to your colleagues when they present). Unjustified absence for more than three classes over the semester will result in a penalty, though bona-fide absences do not count.

<b>9. GRADING SCALE</b>			
97 to 100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
93-96 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-
			< 60 = F (Fail)

*Please Note:* While marks are important and you should strive to obtain the best possible grade, the way you study is even more important. In this course, factual knowledge is essential but insufficient to perform well; critical thinking is what will make the difference not only in terms of marks but also—and more importantly—in terms of your development. Consequently, the mere regurgitation and memorization of facts will not take you far—only the critical assessment of them will. What I am interested in is *your* approach to a problem. However, 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! Both are needed and will be required.

## 10. KEY DATES

**Oral Presentations:** One per class from Week 3 (2 Feb 2014 - sign up for a slot in Weeks 1 and 2)

**Review Due:** 25 February 2014

**Nobel Prize Report Due:** 30 March 2014

**Final Essay Date (in Class):** 27 April 2014

**Spring Break:** 16 to 20 March 2014

## 11. PLAGIARISM

Academic honesty is critically important and is expected of all of you at all times. For your information, definitions of and policies regarding academic honesty are detailed in the AUW Hand-out. Please read *carefully* the section on academic integrity on pages 13-16. Violations of academic honesty will result in failing grades for assignments and/or the entire course.

## 12. CLASS BEHAVIOUR

My assumption will be 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 ensure that you do not read or sleep in class, nor talk to students around you without good reason. 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 family emergency), please see me before class to discuss it.

I strongly 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. It is my job to help you understand the material and I will do whatever I can to make sure that you do.

## 13. RELEVANT PUBLICATIONS

‘Ethics and International Affairs’, ‘Global Governance’, ‘International Leadership’, ‘Economy and Society’, ‘Foreign Affairs’, ‘The Economist’, ‘Survival’.