Leadership 3: The political economy of leadership and governance

Tuesdays (cohort A) and Thursdays (cohort B) 8:00 am – 9:30 am - 2010
Tuesdays (cohort A) and Thursdays (cohort B) 9:45 am – 11:15 am - 2009

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Office hours: Tuesdays and Thursdays 2:30 to 3:30pm

SEMINAR OVERVIEW

In this seminar students will read, discuss, and write about topics which are related with the socio–economic, political, and philosophical challenges of human societies as they relate to leadership. The readings and contents of the class emphasize the role, organization, legitimacy, and mystic around the concept of leadership. The approach will be interdisciplinary and it will include the evaluation of cases from other countries and regions of the world. This class also offers student the opportunity to develop a hands-on project to put in practice their leadership skills.

CLASS ASSIGNMENTS AND GRADING

Participation in class and quizzes 20%
Papers (3 essays, 8 – 10 pages each) 40%.
Group project: leadership in the field 20%
Book review 20%

At least two visits to office hours are required

Participation in class
Since this class is designed as a seminar, we will use the Socratic Method. This means that I will not teach in the traditional way, students will read in advance and will bring comments and questions to the class. Our purpose is to explore ideas by discussing intensely the content of the readings. I will ask questions in class to motivate discussions. Students can have a clearer perspective of our class dynamic by reading this article about the Socratic method at the University of Chicago: [http://www.law.uchicago.edu/socrates/soc_article.html]. I will regularly administer quizzes.

Papers
Each paper must be 8 to 10 page-long, double spaced. Students are expected to supplement sources with at least 5 academic sources (journal articles or books), at least 2
Leadership project

Students are required to organize themselves in groups of two students in order to develop a project that shows leadership skills. The project has the purpose of applying the concepts of the class, but it is also designed to apply creativity, imagination, and persistence. The project will have a defined specific objective. The environment of the project can be a village, a NGO, a company, etc. Students will set a goal and will design the strategies to reach it. At the end students will submit a report on their project, the report will be 10 – 12 pages, doubled spaced.

Book review

Finally students are required to read Lear’s book *Radical Hope*, Dallaire’s *Shake hands with the devil*, Malcolm X’s *The autobiography of Malcolm X*, Achebe’s *No longer at easy*, Jay Gould’ *The hedgehog, the fox, and the Magister’s Pox*, Mandela’s *Long walk to freedom*, or Parsons’ *Sertse Khama, 1921-80*, or any other book related with a leader figure, in this last case my authorization is required.

Students will write a review. A review essay consists on a description of the book but more importantly the interpretation and the development of models which are different from the author’s approach; in other words, students should use other concepts, and other interpretations, different from the author’s, to express their overall understanding and assessment of the main themes of the book; students can either agree or disagree with certain ideas of the authors but must provide evidence and logical reasoning to substantiate their claims. Some of the concepts for analysis can be taken from readings in the class. The length of the review essay should be 12 - 15 pages, doubled spaced. A very good example of what a review essay looks like is Julio Cole’s *On Eponymy in Economics* available at: http://www.independent.org/publications/tir/?issueID=46.

This paper will be graded considering creativity and originality of ideas, level of writing skills, logical and critical thinking, and understanding of the authors’ arguments and their connections with the contents of this class.

Attendance to office hours

At least two visits to office hours are required, so that students have the chance to ask or discuss general issues of the class or specific questions about their papers.

Late work will not be accepted

Academic dishonesty will not be tolerated.
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Academic dishonesty includes, but is not limited to, cheating, plagiarism, falsifying identity or academic records, and being an accessory to acts of academic dishonesty. Ignorance about what counts as plagiarism is not an acceptable excuse. Each student is required to maintain the standards of integrity set forth by Ashesi norms and culture.

IMPORTANT DATES

Week: Monday, February 25 – Thursday 28. First paper is due.
Week: Monday, March 17, - Thursday 20. Second paper is due.
Week: Monday, April 21 – Thursday 24. Third paper is due.
Week: Monday, May 5 – Thursday 8. Final reports on leadership project is due.
April 28. Book review is due.

Readings:

**Week: Monday, January 21 – Thursday 24**


**Week: Monday, January 28 – Thursday 31**

**Leadership – philosophical and cultural foundations**


**Week: Monday, February 4 – Thursday 7**


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Week: Monday, February 11 – Thursday 14

Indigenous leadership


Week: Monday, February 18 – Thursday 21


Week: Monday, February 25 – Thursday 28

Economics and leadership

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**Week: Monday, March 3 – Thursday 6**

**Leadership and economic development**


**Week: Monday, March 10 – Thursday 13** Mid semester break.

**Week: Monday, March 17, - Thursday 20**

**Democracy and leadership**


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**Week: Monday, March 24 Easter Monday., Thursday 27**

**More on indigenous leadership**


**Week: Monday, March 31 – Thursday 3**

**Political philosophy and leadership**


**Week: Monday, April 7 – Thursday 10**

**The idea of progress**


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Week: Monday, April 14 – Thursday 17


Week: Monday, April 21 – Thursday 24

The presidency


Week: Monday, April 28 – Thursday May 1

Traditional leadership in Ghana and Melanesia


**Week: Monday, May 5 – Thursday 8. Final reports on leadership project are due.**