Political leadership is essential for meeting historical and contemporary challenges. Statecraft is the art of conducting government and diplomacy. This capstone seminar examines leadership and statecraft in a globalizing world. Our focus will be on political development in China and the United States, and the dynamic relationship between the two countries. We will explore contending perspectives of political leadership, and key domestic and international policies. Our critical theoretical inquiry will be combined with empirical analysis of U.S.-China relations in the historical, bilateral, regional, and global context. Through such multi-dimensional analysis, we will gain a better understanding of principles, ethics, and practices of leadership and statecraft. We are going to study leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine topics such as: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, handling conflict, overcoming obstacles, and addressing ethics in leadership. Attention will be given to helping students to understand and improve their own leadership performance.

The capstone seminar is designed as a culminating experience for political science majors. It should enable you to put into practice the knowledge, values and skills you have developed as political science majors. The capstone experience includes: intensive reading and writing, independent research, an integrative experience, opportunity to apply theories and concepts to new problems and cases, and the opportunity to go beyond comprehending the views of others to articulate and defend one’s own views. As John F. Kennedy wrote: “leadership and learning are indispensable to each other. This link between leadership and learning is not only essential at the community level. It is even more indispensable in world affairs. Ignorance and misinformation can handicap the progress of a city or a company, but they can, if allowed to prevail in foreign policy, handicap this country's security. In a world of complex and continuing problems, in a world full of frustrations and irritations, America's leadership must be guided by the lights of learning and reason or else those who confuse rhetoric with reality and the plausible with the possible will gain the popular ascendancy with their seemingly swift and simple solutions to every world problem.”

The learning objectives are designed to (1) give us insights into leadership theory and how it applies in real world contexts. Specifically, we will improve and address our skills in key areas of leadership, including change and innovation, reflection, collaboration, communication, conflict, and multi-cultural awareness. (2) We will gain an improved
ability to understand what issues have been fundamental to political leadership over time. (3) We will compare arguments and theories offered by political thinkers in context, critically evaluating their arguments and why they may have put forward the ideas they championed. (4) We will place the contending ideas of leadership and statecraft into the context of current events in our world. (5) This seminar will enhance our understanding of the multiple challenges confronting U.S.-China relations, improve our skills of scientific research, and enrich our theoretical insights on the changing reality of national and global life with a focus on statecraft.

**This course will also achieve the following Learning Outcomes:** (1) Students will gain through self-assessment questionnaires an awareness of their own leadership philosophy, traits, skills, and behaviors. (2) Students will gain through real-world observation exercises an understanding of the fundamental ways leadership is practiced in ongoing organizations. (3) Students will gain through reflection and action activities an understanding and appreciation for the unique dimensions of their own leadership style, their strengths and weakness, and ways to improve what they do as leaders.

**Prerequisites:** Permission of the chairperson required for enrollment. Students must have successfully completed POLI 205 before enrollment. Students will normally have completed at least 27 semester hours in political science at the time of enrollment.

**COURSE REQUIREMENT AND GRADING POLICY**

You are expected to (1) complete and study carefully all required reading; (2) address significant questions and articulate well-informed positions on key issues, (3) write critical analysis papers and present your perspectives to the class, and (4) conduct independent research for a paper and present the paper to the class. Because of the substantial amount of reading for this seminar, I strongly encourage you to start reading the required texts immediately and move ahead as quickly as possible.

You will be evaluated on the basis of your performance of a “leadership critical analysis paper” (10%) , a current event analysis paper (10%) , class participation including two written reports (20%), three quizzes (30%), a research proposal with annotated bibliography (10%), and a final research paper (20%). Careful preparation and active class participation are essential for the success of this seminar.

The most significant assignment will be your independent research project. It is designed to give you the opportunity to apply the research and writing skills you have developed as political science majors. You must go beyond what other researchers have done and conduct an original analysis. The research paper should be a serious, substantial piece of independent research (10-12 pages, double-spaced). The topic is to be chosen by you, and you are encouraged to use this opportunity to investigate an issue in which you have substantial interest. You can contact me as often as necessary to formulate a topic and discuss the progress of your research. The proposal should indicate what question you intend to address, why the question is significant or interesting, and how you intend to answer it. The preliminary list of sources should be a fairly comprehensive bibliography.
The paper is expected to be a scholarly paper, with all that the phrase entails: footnotes, bibliography, a coherent structure, and familiarity with relevant literature. It is important to cite all sources accurately. For your paper references and citations, please carefully study and follow the “Department of Political Science Citation Guide” (available at http://polisci.cofc.edu/documents/12policitationguide.pdf). Although your final paper is due at the end of the semester, you will need to begin working on it immediately. Thus, there are a series of benchmarks throughout the semester to ensure that you make adequate progress. A one-page research paper proposal is due by October 8. Research proposal with annotated bibliography is due on October 29. By that point in the semester you should have located most of the materials you will be using. The draft paper is due on November 19. Research presentation will be completed by December 1. The final version of the paper is due on December 3. Please plan well in advance, work hard, and complete your paper on time.

This course will work successfully if everyone is well prepared and actively participates in discussion. The readings are designed to provoke, and discussion will focus on the readings and the issues they raise. Contributions to seminar discussion should be informed by the assigned material, although you are of course encouraged to bring to discussion knowledge, ideas, and opinions you have acquired outside the class. It is also essential that students tolerate competing views and treat each other with respect.

Grading Scale:

- A: 93-100
- A-: 90-92
- B+: 88-89
- B: 83-87
- B-: 80-82
- C+: 78-79
- C: 73-77
- C-: 70-72
- D+: 68-69
- D: 63-67
- D-: 60-62
- F: Below 60

ONLINE Class Delivery Format

This is a distance education course, which means that our interaction will occur entirely online and not in a traditional face-to-face classroom setting. Distance education courses require students to be self-motivated, disciplined, organized and task-driven. Distance education courses are often more challenging than traditional classes and you should be prepared to spend several hours on this class each day, including additional time on the weekends. It is critical that you complete work for this class each day and not wait until the day before a deadline to begin working on the assignments for a unit.

In this class, you will be able to complete readings and assignments when it is most convenient to you—you are not required to login to the Internet at a specific time each day to interact with your classmates or me. However, you must have regular access to a computer with a reliable high-speed internet connection and computer with a microphone and/or web-cam throughout the duration of this course. Computer failure/unavailability does not constitute an excuse for not completing assignments (including assigned readings) by the due dates. So please do not wait until the last minute to complete work for a unit. You must plan ahead and complete your work on time.
This class is administered through OAKS, the College of Charleston’s learning management system. To access OAKS go to http://my.cofc.edu and login to My Charleston. The OAKS icon is the acorn located in the upper righthand corner of the screen.

Since we are not meeting face-to-face for class, I expect you to regularly login to OAKS to complete assignments, look for course updates (in the News section on the course homepage), complete readings, etc. Please also check your email regularly as I will send e-mail updates to the class through OAKS to update you on class events and assignments.

If you are one who feels uncomfortable with technology, the College offers a number of resources to help you develop your technological competency, in general, but specifically within the context of this online class. Visit http://blogs.cofc.edu/studentreadinessforonlinelearning/ to access those resources. And, if you experience technological problems during the class, please contact me immediately at liug@cofc.edu.

Technological Requirements

1. **A computer with Internet access, sound card, microphone, and speakers.** You must have a reliable Internet connection. Having to rely on the public library or Starbucks, for example, will likely make it challenging to have a consistent presence inside OAKS. If you are concerned, please contact me within the first week so we can discuss how to make this course manageable for you.

2. **OAKS, VoiceThread and Zoom proficiency.** This course is administered through OAKS, so students must have a thorough working knowledge of the platform. Please spend some time educating yourself about its organization and use. Tutorials are available here: http://blogs.cofc.edu/oaks/students/tutorials/

Class Organization: Units and Checklists

The class is broken down into discrete units, consisting of assigned readings, short lectures, related assignments and sometimes videos (e.g., documentaries or TED Talks) that I ask you to watch. Each unit is organized around an OAKS checklist and the best way to stay on top of everything and do well in this class is to complete the items for each unit in the order in which they are listed on those checklists.

Community of Learning

Learning is something you do, not something that is done to you. I expect you to be active participants in the learning process. The success of our class is contingent on students reading the assigned readings before coming to class and to be willing to engage me and your classmates in thoughtful discussion.
You will get the most out of this class by completing the readings, participating in the various opportunities for discussion of the topics (many of those discussions are a required component of your grade) and to thoughtfully engage each other in critical examinations of the topics. Each of you brings invaluable knowledge and experiences to this class and you should draw on those assets to explore the topics we cover in this class. At the same time, be willing to accept the notion that the knowledge you have is incomplete and/or your perceptions, assumptions and views of the world might also be incomplete, flawed or misguided. Being willing to do this is hard but it is critical to the learning process and the potential for experiencing intellectual growth and development.

If you are one who is shy and generally feels uncomfortable talking in class, the distance education format is perfect for you. However, the key is that each of you remain committed to engaging the class through OAKS—I’ve structured the class so that you are actively engaged with each other and me in the learning process.

The class will be as good as you make it—so, let’s make it great. And since this is an online class, below are a set of recommendations for “netiquette” in this class.

Netiquette

Netiquette is a combination of the term “Network Etiquette.” Because online communication generally lacks visual cues common to face-to-face interactions, I expect us all (including me) to follow these standards when interacting with each other.

• Be sensitive to and reflective about what others are saying.
• Use appropriate capitalization. USING ALL CAPITAL LETTERS IS THE EQUIVALENT OF YELLING.
• Be mindful of “flames”—These are outbursts of extreme emotion or opinion.
• Think before you hit the post (enter/reply) button. You can't take it back!
• Use appropriate language. Be cautious of offensive language. At the same time…
• Be forgiving. Anyone can make a mistake.
• Be supportive of others’ attempts to learn by embracing your ability to enhance others’ learning experiences.
• Use clear subject lines.
• Use abbreviations or acronyms only if the entire class knows them or define them for others to know.
• Keep the dialogue collegial and professional.

Extra Credit

There will be a number of extra credit opportunities made available to you during the class. You can receive a maximum of 2% of extra credit. The opportunities will be posted on OAKS Content page and I will inform you of the extra credit options as they become available.
**Turnitin**

All written assignments will be submitted to an OAKS Dropbox and analyzed by Turnitin to detect plagiarism and to evaluate writing and grammar. By submitting your written work to Turnitin, “you hereby grant to Turnitin, its affiliates, vendors, service providers, and licensors a non-exclusive, royalty-free, perpetual, worldwide, irrevocable license to use such papers, as well as feedback and results, for the limited purpose of a) providing the Services, and b) for improving the quality of the services generally. If you have any questions, please refer to the End User Agreement found at https://turnitin.com/agreement.asp”.

**Recording of Classes (via ZOOM)**

Some class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.


“Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

You can find the complete Honor Code and all related processes in the Student Handbook at: [http://studentaffairs.cofc.edu/honor-system/studianthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studianthandbook/index.php)”
Disability/Access Statements:

Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

REQUIRED TEXTS

The following required textbooks are available from the College Bookstore and online. For each important topic especially for the topics that you are conducting independent research, you must go beyond our required reading to search for additional library sources. The selected references at the end of this syllabus are helpful.


The following scholarly journals and magazines may provide useful resources for your independent work. For complete access to the digital contents of these newspapers and journals, go to the CofC Libraries site https://library.cofc.edu/. Use the “Ask Us” (online chat) service http://answers.library.cofc.edu/ if you need assistance accessing these or any other sources.

American Political Science Review  Asian Survey
Comparative Politics  Foreign Policy
International Organization  International Security
International Studies Quarterly  China Quarterly
Journal of Conflict Resolution  Journal of Peace Research
Journal of Politics  Perspectives on Politics
Political Science Quarterly  World Politics
Journal of Contemporary China  Journal of Chinese Political Science
TIME  The Economist
The Wall Street Journal  The Washington Post

COURSE OUTLINE AND READING ASSIGNMENTS

1. Introduction
   Smith, Hadfield, and Dunne, Introduction.
   Northouse, Preface.
   Cohen, Prefaces and Prologue.
   Foley, Chapter 1.
   Lampton, Introduction.
   (August 24-28, 2020)

2. The Historical Evolution of Statecraft
   Smith, Hadfield, and Dunne, Chapter 1.
   Cohen, Chapters 1-7.
   (August 31-September 4)

3. Theory and Practice of Political Leadership
   Northouse, Chapters 1-4.
   Foley, Chapters 2-5.
   Lampton, Chapter 1.
   (September 7-11)

   Quiz 1 on Tuesday, September 8.

4. Developing Leadership Skills and Civic Engagement
   Northouse, Chapters 5-10.
   Foley, Chapters 6-7.
   (September 14-18)
5. Comparative Analysis of Political Leadership  
   Northouse, Chapters 11-14.  
   Foley, Chapters 8-9.  
   Lampton, Chapter 2.  
   (September 21-25)

   **Leadership analysis paper due on Thursday, September 24, 2020.**

   **Leadership analysis paper presentation on Thursday, October 1.**

6. Contending Theoretical Perspectives: Realism and Liberalism  
   Smith, Hadfield, and Dunne, Chapters 2-3.  
   (October 5-9)

   **Quiz 2 on Tuesday, October 6.**

   **One-page research paper proposal is due by Thursday, October 8.**

7. Constructivism and Other Theoretical Perspectives  
   Smith, Hadfield, and Dunne, Chapters 4-5.  
   (October 12-16)

   **The first participation is due on Thursday, October 15.**

8. Analyzing Politics and Foreign Policy  
   Smith, Hadfield, and Dunne, Chapters 6-10.  
   Lampton, Chapters 3-4.  
   Wanlund, “U.S. Foreign Policy in Transition.”  
   (October 19-23)

9. The Primacy of National Security  
   Smith, Hadfield, and Dunne, Chapters 11, 14 & 16.  
   *U.S.-China Relations*, pp. 27-38.  
   (October 26-30)

   **Quiz 3 on Tuesday, October 20.**

10. Economic Statecraft  
    Smith, Hadfield, and Dunne, Chapters 12, 18 & 23.  
    (November 2-6)

    **Research proposal with annotated bibliography is due on October 29.**

11. China’s Relations with the United States  
    Cohen, Chapters 8-10.
Current Event Analysis Paper due on Thursday, November 12.

12. Political Leadership and Statecraft
Foley, Chapters 10-12.
Lampton, Chapters 5-7.
(November 16-23)

Draft research paper is due on Thursday, November 19.


13. Research Paper Presentation
(November 30-December 1)

14. Visions for the Future
Lampton, Conclusion.
Additional readings to be assigned.
(December 2-4)

Final research paper is due on Thursday, December 3, 2020.

Second participation report is due on December 4, 2020.
POLI 405: Leadership and Statecraft

Leadership Analysis Paper

This assignment provides you with an opportunity to (a) enhance your ability to evaluate the key perspectives on a critical issue of statecraft and develop a position of your own, (b) use a variety of sources as evidence in support of an argument, and (c) further develop your effective writing skills.

You can choose one of the following topics based on a chapter in Michael Foley, *Political Leadership: Themes, Contexts, and Critiques* (New York: Oxford University Press, 2013). You should start with the reading for your topic and summarize the key arguments. After a critical evaluation of the competing perspectives, you must develop your own position on the issue under review. Beyond the materials for this class, you need to use at least six additional library sources. All papers must include a complete list of references in a standard format. Please make sure that you give full credit to the authors of source materials. For your references and citations, please carefully study and follow the “Political Science Citation Guide” (available at http://polisci.cofc.edu/documents/12policitationguide.pdf).

Please select your topic no later than September 8, 2020. No more than two people can have the same topic. The paper should be typed, double spaced, between 5-6 pages. The paper is due by Thursday, September 24. Please submit your paper as a MS Word or PDF file to the Dropbox under Grades in OAKS. If you do not receive a confirmation of your submission in 24 hours, please assume that your paper is not received and submit it again both to OAKS and send it as attachment to liug@cofc.edu.

1. Approaches to the Study of Political Leadership
2. Doing Leadership: Types, Styles, and Contingency
3. Being a Leader: Personal Interiors and Political Externalities
4. Experiencing Leadership: Factors in Followership
5. Losing It: Leadership as a Life Cycle
6. The Business of Leadership: Cross-sector Interplays
7. Representation, Communication, and the Politics of “Leadership Stretch”
8. Women Leaders: A Case of Problematic Parameters
9. Leaders Abroad: The Promise of Abnormal Politics
10. International Leadership: Dealing with a Contextual Conundrum
11. New Iterations and Expansion Joints
12. Coming to Terms with Political Leadership
POLI 405: Leadership and Statecraft

Current Event Analysis Paper

Fall 2020

This assignment provides you with an opportunity to (a) develop your ability to critically examine key reading and current events, (b) explain your views key issues of leadership and statecraft, and (c) develop critical thinking and effective writing skills.

You should start with (1) critical analysis of key development in the 2020 U.S. Election, and (2) contending perspectives in *Foreign Affairs*, *The New York Times* and other sources including our selected references. After a critical evaluation of the competing perspectives, you can develop your own position on the key issues. All papers must include a complete list of references in a standard format. Please make sure that you give full credit to the authors of source materials. For your references and citations, please carefully study and follow the “Political Science Citation Guide” (available at http://polisci.cofc.edu/documents/12policitationguide.pdf). To help you find relevant, quality sources for your paper, consult the Political Science Library Guide (available at http://libguides.library.cofc.edu/polsci). Here you will find useful databases, reference works, websites and other resources for political science research. as well as contact information for CofC librarian Burton Callicott who can provide valuable research guidance.

The paper should be typed, double spaced, between 4-5 pages. The Current Event Analysis Paper is due Thursday, November 12, 2020. Please submit your paper as a MS Word or PDF file to the Dropbox on OAKS.
Participation and Engagement Report

Fall 2020

Active class participation by everyone is very important for the success of our seminar. The participation and engagement report is designed to encourage you to actively and constructively contribute to our joint academic endeavor. You are required to submit two written reports. The first report is due on October 15. The second report is due on December 4, 2020. Please limit each report to a total of four pages.

Rubric for Evaluating Discussion and Participation

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates</strong></td>
<td>(10 points)</td>
<td>(8 points)</td>
<td>(6 points)</td>
<td>(4-2 points)</td>
</tr>
<tr>
<td>Application and</td>
<td>Demonstrates grasp of key concepts and ideas.</td>
<td>Demonstrates grasp of most concepts and ideas.</td>
<td>Demonstrates a shallow/superficial grasp of the material.</td>
<td>Shows no understanding or familiarity with content.</td>
</tr>
<tr>
<td>Comprehension of Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supporting Evidence</strong></td>
<td>Provides ample examples as supporting evidence.</td>
<td>Provides some evidence to support opinions.</td>
<td>Offers inadequate levels of support.</td>
<td>No evidence or examples offered to support opinions.</td>
</tr>
<tr>
<td><strong>Clarity of Ideas</strong></td>
<td>Ideas are expressed clearly and appropriate vocabulary is used.</td>
<td>Some signs of disorganization with expression.</td>
<td>Ideas are not clearly articulated such that the message is difficult to discern.</td>
<td>Posts and/or comments read more like Facebook or Twitter feeds.</td>
</tr>
</tbody>
</table>

The participation report is a summary of your contribution to the class. Please include the following in your report:

1. Comments and questions about the required readings;
2. A summary of your comments and engagement in online class;
3. Concise discussion of relevant academic issues and current events;
4. Additional readings that you have done for the class;
5. Additional comments and suggestions about the class;
6. Comments about the paper presentations by classmates.

7. What are the strengths and weaknesses of our textbooks? Please comment on all main textbooks that you have read. Please answer this question in more details in your second participation report.

8. What is the most interesting journal article beyond our required readings that you have read for the seminar? Please feel free to examine any scholarly work that you find most interesting and significant for your study.

9. An objective of your report is for you to review your Capstone experience. You can carefully examine your main objectives, progress, and future work/study plan as a political science major.
Appendix A

Political Science Handbook for Majors, College of Charleston

Mission Statement: The Department of Political Science is committed to the rigorous study of politics, power, and place, expanding opportunities for learning and service, career preparation and civic participation locally and globally.

Learning Outcomes:

Knowledge: Students are able to identify and explain theories, institutions and processes related to power, place and politics

Skills: Students are able to critically analyze texts, communicate effectively, critically assess the views of others, defend their own views and apply appropriate methodological and theoretical approaches

Engagement: Students demonstrate a habit of engagement with the world and an understanding of the value of civic participation locally, nationally and globally
Appendix B

Selected References for Your Research and Analysis Papers

A. Theoretical Perspectives and Methodological Approaches


**B. Politics and Foreign Relations of China and the United States**


<table>
<thead>
<tr>
<th>Number</th>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
</table>


