

# The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

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**M.P.S. in Political Management**  
**Spring I 2022**

**Principled Political Leadership**  
PMGT 6404.DE  
3 Credits

## **BASIC INFORMATION AND RESOURCES**

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### **Contact Information**

Matthew Dallek (202) 302-1794  
Email: [mdallek@gwu.edu](mailto:mdallek@gwu.edu)

Mary Crannell  
Email: [mary.crannell@ideasciences.com](mailto:mary.crannell@ideasciences.com)

### **Communication**

The best way to reach us is through email. You can expect a response within 24 hours, but often within a matter of minutes, depending on schedules. You can also make an appointment to meet with us before or after class.

### **Expectations and Responsibilities**

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#### **Blackboard Site**

A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at [GWU Blackboard](#). Please note that your access to this course on Blackboard will continue for one month after the course ends. If you wish to keep any work or

materials, you must download or save them before the course closes. Support for Blackboard is available at 202-994-4948 or [IT Blackboard web page](#).

### **Out-of-Class/Independent Learning Expectation**

Over the course of the semester, students will spend approximately three hours per week in combined online class meetings (synchronous learning) and engaged in asynchronous instructional learning activities (done weekly on one's own time) over the 10 week term. In addition to these required asynchronous and synchronous activities, reading for the class meetings and written response papers or projects are expected to take up, on average, 8¼ hours per week. Over the course of the semester, students will spend 30 hours in instructional time (asynchronous and synchronous) and 82.5 hours preparing for class for a total of 112.5 hours. Hybrid and Online courses meet the total 112.5 hours of total instruction.

### **Academic Integrity**

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Copying information and pasting it into a paper without a quotation and citation is an act of plagiarism. Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. For the first offense, the student will receive an “F” for the assignment and formal charges will be filed with the Office of Academic Integrity. For the second offense, charges will again be filed and the student will receive an “F” for the final course grade. Penalties for academic dishonesty are not negotiable. You will not be offered a “do-over” or resubmission. The University Code of Academic Integrity can be found at <http://studentconduct.gwu.edu/code-academic-integrity>

## **Attendance Policy**

Attendance is mandatory for this class. Any individual unable attend class should email Matt Dallek prior to the beginning of that class. If you are not feeling well, please email the instructor and stay home. *Repeated, unexcused absences will be considered in your final grade.*

## **University Policy on Observance of Religious Holidays**

Students must notify faculty as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls in the first three weeks of class, the student must inform the faculty within the first week of the semester that they are enrolled in the course.

To the greatest extent possible, faculty must continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.

Faculty who intend to observe a religious holiday must arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

For the full text of the policy and calendar of religious holidays, please see the [Office of the Provost's Policies web page](#) (Religious Holidays document).

## **Technology Requirements**

It is your responsibility to ensure that you have the required technology to fully participate in this course. The minimum technology requirements for learning online at GW are outlined on the [Technical Requirements and Support](#) web page. If you have any problems with the technology in this course, you can seek technological support from GW in a variety of ways, outlined on the [IT Support](#) website. GW is committed to providing an inclusive and welcoming environment that is accessible for everyone, including people with disabilities. The following links provide more information about the accessibility of technologies that may be used in this course (delete all not needed):

- [Blackboard accessibility](#)
- [Microsoft Office accessibility](#)
- [Adobe accessibility](#)
- [Vimeo accessibility](#)
- [YouTube accessibility](#)
- [VoiceThread accessibility](#)

- [Webex accessibility](#)
- [Zoom accessibility](#)

If you have any issues regarding the accessibility of the technology used in this course, please contact your instructor. You may also explore the [Disability Support Services](#) website (see above).

### **Technology Expectations**

Regarding technology skills, you should be able to:

- Create documents and presentation slides
- Upload files, including recordings and images
- Be open to learning and registering for new technologies
- Be flexible when technological glitches happen (which is a given)
- Seek technological help when necessary by contacting the Division of Information Technology

If you have any problems with the technology expectations in this course, please contact your instructor.

### **Use of Electronic Course Materials and Class Recordings**

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact [Disability Support Services](#) if you need additional accommodations for accessing electronic course materials.

### **Copyright Statement**

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden. The Copyright Act (17 U.S.C. § 10) governs the rights attributed to owners of copyrighted work. Under certain circumstances, educational institutions may provide copies of copyrighted works to students. The copies may not be copied nor used for any other purpose besides private study, scholarship, or research. Users should not provide electronic copies of any materials provided on this course's Blackboard site to unauthorized users. If a user fails to comply with Fair

Use restrictions, he/she may be held liable for copyright infringement. No further transmission or electronic distribution is permitted.

### **Support for Students with Disabilities**

GW's Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at <https://disabilitysupport.gwu.edu/>.

### **Counseling and Psychological Services**

GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. For additional information call 202-994-5300 or visit the [Counseling and Psychological Services website](#).

### **Title IX: Confidentiality and Responsible Employee Statement**

The George Washington University (GWU) and its faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. GWU strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct to the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, faculty members are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Mental Health Services through Colonial Health (counselors are available 24/7 at 202-994-5300 or you can make an appointment to see a counselor in person.). For more information about reporting options and resources at GWU and the community, please visit <https://haven.gwu.edu/>.

### **The Writing Center**

The Writing Center is located in Gelman Library at 2130 H St NW in Suite 221 and they can be reached at 202-994-3765 or via email at [gwriter@gwu.edu](mailto:gwriter@gwu.edu). You can [schedule writing center appointments](#), both in-person or by phone, in advance.

Daytime and evening hours are available. Check for this semester's hours at the [writing center contact page](#). The Writing Center offers summer hours.

### **GWU Libraries**

Off campus students have full access to all of the research resources, services, and assistance that the Library offers. The GW community has access to 500+ online subscription databases and to millions of items, electronic and print, in the library catalog. Off-campus students even have additional privileges because the Library will FedEx print materials to your home. For more information visit the [GW Libraries homepage](#).

Call the Ask Us desk at 202-994-6048 or [contact someone at the library](#) to answer any questions. For questions beyond “Do you have this book/article?” and “How do I login?” use the website mentioned to make a research consultation appointment with a librarian. Librarians are there to guide students through any aspect of the research process, from selecting and narrowing a topic, crafting a research strategy to citation management.

### **Safety and Security**

- **In an emergency:** call GYPD at 202-994-6111 or call 911
- **For situation-specific actions:** review the [Emergency Response Handbook](#)
- **In an active violence situation:** [Get Out, Hide Out or Take Out](#)
- **Stay informed:** review [notification tools for staying informed during emergency and safety related situations](#)

### **Course Evaluation**

At the end of the semester, students will be given the opportunity to evaluate the course through GW's online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting:

Dr. Todd Belt  
Director, Political Management Program  
[tbelt@gwu.edu](mailto:tbelt@gwu.edu) | 202-994-4363

Suzanne Farrand  
Director of Academic Administration, GSPM  
[sfarrand@gwu.edu](mailto:sfarrand@gwu.edu) | 202-994-9309

## **THE COURSE**

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### **Political Management Program Objectives**

A Political Management degree prepares students to win campaigns for elective office and policy positions, and to do so in a manner that benefits democracy and society as well as their organization and clients.

In completing the degree, students will be able to:

1. Assess a political environment, develop a strategy to achieve specified goals, and execute that strategy;
2. Draw upon a repertoire of effective campaign communication skills;
3. Collect, evaluate, and incorporate empirical evidence to shape and optimize the strategy;
4. Find, engage, and motivate the right leaders, professionals, and citizens;
5. Recognize and work through recurring political dilemmas in a manner that upholds ethical standards and professional conduct.

### **Graduate School Expectations**

Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:

1. Utilize effective time management skills so as to complete and submit their assignments on their required due dates and times.
2. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

GSPM prepares students for careers in the professional political world. In politics, words and deadlines matter. Excellent written communication skills are essential for success. Every word used, whether it is in a television or radio ad, direct mail piece, social media, or a press release, will be scrutinized. Similarly, deadlines are important. Election Day does not get postponed because a candidate and their campaign are not prepared. There are no “do-overs” because a direct mail piece did not arrive to its intended recipients until after the election was concluded. Students will be best positioned for success in the practical political world if they have developed and exercise excellent written communication and time management skills.

**Additional Note: Students are not permitted to use cell phones during class time, which can create unnecessary distractions. Laptops are permitted only for the purposes of note-taking and accessing the readings.**

### **Political Management Program Objectives**

1. Assess a political environment, develop a strategy to achieve specified goals within that environment, and act to carry out that strategy through a campaign.
2. Draw upon a repertoire of effective campaign communication skills.
3. Collect, evaluate, and incorporate empirical evidence to shape and optimize a campaign.
4. Find, engage, and motivate the right people – leaders, professional colleagues, and citizens – to join and contribute to a campaign.
5. Address the recurring dilemmas of political life in a manner that upholds ethical standards as they practice the profession.

### **Course Description and Overview**

This course aims to sharpen students' understanding of principled political leadership and familiarize students with dilemmas they may confront in their careers. Students will examine ethical issues facing political leaders, and the in-class discussions, written assignments, and blackboard exercises will help students strengthen their leadership skills, including their oral and written communication skills.

The course should expose students to examples of principled leadership and unprincipled acts, to prepare students to handle the rigors of leadership. From issues of race and gender, to moments of crisis and defeat, the course examines political leadership from distinct perspectives and in different contexts in order to deepen students' appreciation for the opportunities, rewards, and challenges of political leadership. This course satisfies either the ethics or leadership core course requirement for the Master's Degree in the Political Management Program.

### **Course Learning Objectives**

1. Develop a process that helps students make the best decisions when confronted by political dilemmas



2. See political controversies from a wealth of perspectives—including those of critics and people with different cultural and ideological backgrounds.
3. Sharpen the skills enabling students to enact their political agendas, without violating standards of conduct that are core to their principles.
4. Learn to handle political criticism, including personal attacks, while remaining true to students’ goals and values.
5. Think more deeply about how to get things done in complex political structures and climates.
6. Learn to persuade audiences about controversial political subjects.

### Required Assignments

Assignment	Prompt	Due Date	Weight
<b>Op-Ed</b>	<i>Write an op-ed (under your own name) that demonstrates “principled leadership.” Pick a topic in which you think the government is acting in a way that either undermines democracy, weakens public safety, or infringes on people’s Constitutional rights (or other rights as established by the nation in question). In 750 words craft an argument based on evidence that will move readers—whether elites, ordinary citizens, or both--to action and demonstrates strong leadership.</i>	By 11:59pm,	15%
<b>Local Leadership:</b>	<i>Draft a roughly 1,000-word speech, a 200-word press release, and 5 to 6 tweets explaining to a local</i>	By 11:59pm	20%

	<p>community of your choosing (your hometown or your home city or home state) how you intend to lead on a divisive issue harming people’s lives. State the position from which you are leading (mayor, city council member, grassroots organizer, governor, etc.) and highlight your plan to spur people to action and address the problem of governance in a realistic, humane, principled fashion.</p>		
<p><b>Memo</b></p>	<p><i>Write a 1,000-word memo that seeks to help either yourself or another person of your choice who aspires to a position of political influence and leadership but has not yet attained the post. The memo should offer this would-be leader advice and strategies – you can focus on politics, policy, and/or personal issues. Specify a roadmap that the aspiring leader should take in order to achieve the position she is seeking. In brief, the memo should help the ambitious young leader-in-waiting identify the best ways to gain power and/or position her to wield this power</i></p>	<p>By 11:59pm</p>	<p>20%</p>

	effectively once she takes office.		
<b>Popular Culture and Leadership Analysis</b>	<p>Pick a biography, memoir, movie, television show, play, or novel that deals with the topic of political leadership, broadly defined. Then write a 1,500-word essay analyzing the style of political leadership featured in the work you have selected. Answer some (though not necessarily all) of these questions: What are the protagonist's leadership traits? Is the leader at the center of the story principled? Why or why not? Is she portrayed as effective? What factors seem to motivate the leader in question? How does this person use the tools at her disposal in order to wield power? Finally, what does this particular depiction get right (or get wrong) about political leadership in contemporary society? On the final night of class, every student will also be required to deliver a brief (3-4 minute) oral presentation explaining their topic and their argument.</p>	By 11:59pm	25%

	Some examples of cultural works related to political leadership include Veep, House of Cards, American President, War Room, All the King's Men, The Dark Knight, Mr. Smith Goes to Washington, Manchurian Candidate, Eyes on the Prize, Becoming, Primary Colors, Destiny and Power, All Too Human, What I Saw at the Revolution, One of Us.		
PARTICIPATION (includes in-class comments, all Blackboard exercises, and attendance)	All students start with a "B" and must actively participate in course discussion and complete the Blackboard assignments, especially with respect to course readings, to raise the grade. Frequent unauthorized absences will be penalized.		20%
<b>Total</b>			<b>100%</b>

**Following is the grade scale for all GSPM classes:**

<b>Grade</b>	<b>Grading Standard</b>
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.

A-	90-93	Represents solid work with minor errors. Overall, excellent work.
B+	87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B	83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a “B” is viewed as unacceptable.
B-	80-82	You’ve completed the assignment, but you are not meeting all of the requirements.
C+	77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C	73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C-	70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F	Below 70	Unacceptable performance or inability to submit the assignment.

**NOTE:** The instructor reserves the right to alter the course content and/or adjust the syllabus to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar. The instructor will let students know of any changes as soon as possible.

**READINGS:** Students are required to purchase (or check out from the library) the following books. All other readings that appear on the syllabus can be found on Blackboard or the Internet.

Peggy Noonan, *What I Saw at the Revolution*

George Stephanopoulos, *All Too Human*

*Profiles in Leadership: Historians on the Elusive Quality of Greatness* (Edited by Walter Isaacson)

Jeffrey K. Tulis and Nicole Mellow, *Legacies of Losing in American Politics* (Chicago: University of Chicago Press, 2018).

Melba Beals, *I Will Not Fear: My Story of a Lifetime of Building Faith Under Fire*

Michael Signer, *Cry Havoc: Charlottesville and American Democracy Under Siege*

Ellen Fitzpatrick, *The Highest Glass Ceiling: Women's Quest for the American Presidency*

**Course Schedule** (Dates TBD for SPRING I)

**PART I: Political Leadership in a Time of Political Cynicism**

**What Makes a Principled Political Leader?**

Topic and Content Covered:

Introductions

Review course details

Discerning the difference between statesmen and politicians

Discussing the impact of this difference on political issues of our time

Learning how the idea of leadership has evolved historically

Learning Objective(s) Addressed:

Review course syllabus, themes, and goals.

Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery*, Preface, Chapter 4: "A House Divided," 92-131

Max Weber, "The Profession and Vocation of Politics" (1919)

Walter Isaacson, "Introduction" (in *Profiles in Leadership*)

**Blackboard assignment (Required)**

Write 2 to 3 paragraphs comparing and contrasting the definitions of political leadership in any two of the three assigned readings (Foner, Weber, Isaacson).

**Failure and Political Leadership**

Topic and Content Covered:

*What does failure mean in the context of American Politics? What lessons can leaders learn from failure and defeat? What legacies can leaders leave for future generations when they lose an election, a policy fight, or a big argument about an important topic?*

**Reading:**

Jeffrey K. Tulis and Nicole Mellow, *Legacies of Losing in American Politics* (Chicago: University of Chicago Press, 2018).

**Blackboard assignment**

What is the single most important lesson a political leader should learn from failure? Drawing on the readings and class discussion, write 2 to 3 paragraphs that attempt to answer this question.

**Communication and Political Leadership: from op-eds to speeches****Reading:**

George Orwell, "Politics and the English Language"

[http://www.orwell.ru/library/essays/politics/english/e\\_polit/](http://www.orwell.ru/library/essays/politics/english/e_polit/)

Peggy Noonan, *What I Saw at the Revolution*

*Assignment Due: Op-Ed*

Luis Hestres, "The Emerging Ethics of Online Political Strategists," in Amber Davisson, Paul Booth, eds., *Controversies in Digital Ethics*

*BLACKBOARD assignment (required)*

Using the Hestres reading as your guide, do some research on Twitter or Facebook and identify a tweet, a thread, or a post that seems to cross an ethical line. In two to three paragraphs, explain what line was crossed, why it seems unethical based on the Hestres reading, and what you would have done differently had you been the author of the post or tweet.

Learning Objectives Covered:

Communicating messages and ideas based on evidence

How Political Leaders Should navigate social media

**Establishing Leadership Teams**

(Lecture: Prof. Mary Crannell)

Topic and Content Covered:

Understanding Personality Types

Learning Objective(s) Addressed:

Enrich your understanding of personality types and how they affect communication and interaction.

Discuss the complications of personalities when forging issue positions and seeking to enact an agenda.

Reading Due:

Otto Kroeger and Janet M. Thuesen, *Type Talk at Work (Revised): How the 16 Personality Types Determine Your Success on the Job*, Ch. 1

Assignment due: Complete Myers-Briggs Type Indicator (MBTI) assessment at <http://www.humanmetrics.com/cgi-win/jtypes2.asp> and report your type to Professor Dallek and Professor Crannell ([mary.crannell@ideasciences.com](mailto:mary.crannell@ideasciences.com)) by TBD. This version of the assessment requires about 15 minutes to complete. You do not have to report your type if you believe it compromises your privacy.

Blackboard assignment

Watch Prof. Crannell's Powerpoint presentation and draft 1-2 paragraphs explaining the most important elements you will consider when assembling your leadership team.

*Assignment #2 due: Local Leadership*

**II: Ethics and Political Leadership**

**The Rough Life of a Political Leader**

Topic and Content Covered:

Identify ways to handle attacks and conduct oneself with dignity and still be an effective advocate for one's cause.

Learning Objective(s) Addressed:

Better understand strategies, techniques, and skills that leaders use to cope with political attacks, assail their opponents, and endure life and even thrive in the public eye.



Reading Due:

George Stephanopoulos, *All Too Human*

**Blackboard Assignment (REQUIRED)**

**Identify a political leader who either handled an attack particularly well or reacted poorly to criticism. Explain why you think this leader responded effectively or inappropriately and what, if anything, the leader could have done differently.**

**Waging (Un)Ethical Campaigns**

Learning Objective(s) Addressed:

Understand how a campaign leader faces moral and ethical dilemmas in seeking elective office

Reflect on various ethical dilemmas in campaigns; refine strategies one might use to address these dilemmas

Reading Due:

The American Association of Political Consultants code of ethics:

<http://www.theapc.org/default.asp?contentID=701>.

**Watch one of the following documentaries and come to class prepared to discuss it with your classmates:**

“Boogie Man”

“A Perfect Candidate”

“Weiner”

Topic and Content Covered:

We will discuss the ethics of a series of controversial political ads.

Learning Objectives Addressed:

Understand how leaders of different political persuasions approach campaigns and wrestle with ethical dilemmas.

*Blackboard assignment:*

(Watch the series of political ads posted on blackboard – and for each one, write a sentence explaining why you thought it was principled or unprincipled. What ethical line, if any, did the spot cross? Which ad(s), if any, would you never wish to be associated with? Which ones, if any, would you be proud to have on your resume?)

### **III. Leadership in Social Context**

#### **Race and Power**

Topic and Content Covered:

Role of race in American political leadership;

Assess political leadership on issues of racial justice in the U.S.

Reading Due:

Melba Beals, *I Will Not Fear: My Story of a Lifetime of Building Faith Under Fire*  
<https://www.amazon.com/Will-Not-Fear-Lifetime-Building/dp/0800729439>

Blackboard Assignment (Required):

Watch clip of PBS's *Eyes on the Prize: America's Civil Rights Movement*

Read one of the following chapters/articles and describe, in two to three paragraphs, how race shaped the leadership challenges facing the subject of the article, and how race influenced the leader's response to those challenges.

Ta-Nehisi Coates, "My President Was Black"

Glenda Gilmore, "Am I a 'Screwball,' or am I a Pioneer?": Pauli Murray's Civil Rights Movement (in *Profiles in Leadership*)

Annette Gordon-Reed, "The Phenomenon: W.E.B. DuBois" (in *Profiles in Leadership*)

Elliott West, "Chief Joseph and the Challenge of Indian Leadership" (in *Profiles in Leadership*)

*Assignment #3 Due: Memo*

## **Gender and Representation**

Readings:

Ellen Fitzpatrick, *The Highest Glass Ceiling: Women's Quest for the American Presidency*, Prologue; Chapters on Margaret Chase Smith and Shirley Chisholm; Epilogue: 2016

### **Topics Covered**

Explore the role of gender in political leadership, why comparatively few women hold elected office, and the forces that are (and are not) remaking American culture around issues of gender, politics, and leadership.

### **BLACKBOARD ASSIGNMENT (REQUIRED):**

Read Jane Mayer, "The Case of Al Franken," *The New Yorker*

<https://www.newyorker.com/magazine/2019/07/29/the-case-of-al-franken>

If you had been a member of the Senate, what would you have recommended as the appropriate course of action in response to the case of Al Franken? Should the Senate have held a vote to expel him? Should he have been formally censured? Should there have been a lengthy, in-depth ethics committee investigation? Explain why and how you made your decision.

## **Leadership and Crisis**

Reading Due:

John F. Kennedy's Address to the Greater Houston Ministerial Association, Sept. 12, 1960

<https://www.jfklibrary.org/Asset-Viewer/ALL6YEBJMEKYGMCntnSCvg.aspx>

Frances Fitzgerald, "Charles Finney: Prophet of Social Reform" (in *Profiles in Leadership*)

Evan Thomas, "Robert Kennedy: The Empathetic Leader" (in *Profiles in Leadership*)

Mike Signer, *Cry Havoc* (first half)

*Blackboard Assignment (required):*

Finish Signer's book and then watch the interview with him posted on blackboard. In three to four paragraphs, identify the most important leadership decision he made around the white supremacist riots in Charlottesville, and explain why it was or wasn't the right call.

Reading Due:

Signer, *Cry Havoc* (second half)

**Oral Presentations**

*Final Paper Due*

**Copyright Statement**

*Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.*