LEADERSHIP ON STAGE AND SCREEN
LDST 390-01: FALL 2012
MON/WED 12-1:15 PM JEPSON HALL 102

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Office Hours: Mon/Wed 10-11:30 am, 1:30-2:30 pm, and by appointment
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COURSE DESCRIPTION
Popular media such as film, television, and theater has contributed to, criticized, and formed the way its audiences have thought about issues of leadership and followership for centuries. Drama and film have been used to incite rebellions and deliver propaganda to the masses. Such popular forums have been censured, censored, promoted, and adopted by the movements and institutions surrounding them since the advent of early Greek drama, and have been used to perpetuate and challenge dominant ideologies. Drama and cinema engage with their audiences through visual, auditory, and linguistic media, creating a complex milieu of signs and signals which we, as that audience, must read against their historical and contemporary performance contexts. The plays and films examined in this course often interact with, revise, and overlap one another, engaging in a cross-historical and pan-geographic dialogue that often seek to redefine the way in which leadership and followership function.

The purpose of this course is to examine leadership (and, by extension, followership) in the specific settings of theater and modern cinema. We will be studying plays and films from a variety of periods and contexts, comparing them to historical movements and to one another. As a part of this course, we will be looking at the plays and films themselves as indicative of particular socio-political movements, as well as participating in the formation, perpetuation, and criticism of their surroundings. In this way, we will look at the works examined in this course as both evaluations of leadership and as forms of leadership in and of themselves.

REQUIRED TEXTS
A Tempest, Aimee Cesaire (Theatre Communications Group)*
The Laramie Project, Moises Kaufman (Vintage)
Frost/Nixon, Peter Morgan (Dramatists’ Play Service)
Henry V, William Shakespeare (Arden)
Coriolanus, William Shakespeare (Signet)
The Tempest, William Shakespeare (Arden)

* This edition required. Listed editions of Shakespeare texts strongly recommended.

All texts available at the University of Richmond Bookstore. Additional readings will be provided on Blackboard (BB). Some of the readings are taken from The Leader’s Companion: Insights on Leadership Through the Ages edited by J. Thomas Wren. Some students may already own a copy of this text and are encouraged to use it. Copies should be available at the University of Richmond Bookstore for students desiring to purchase them.
All students are required to view the following films:

- *Patton* (1970), directed by Franklin J. Schaffner
- *Malcolm X* (1992), directed by Spike Lee
- *Wag the Dog* (1997), directed by Barry Levinson
- *Thirteen Days* (2000), directed by Roger Donaldson
- *Band of Brothers* (2001), HBO miniseries
- *Shakespeare Behind Bars* (2005), directed by Hank Robertson
- *W.* (2008), directed by Oliver Stone
- *The Iron Lady* (2011), directed by Phyllida Lloyd
- *Coriolanus* (2011), directed by Ralph Finnes

**COURSE REQUIREMENTS**

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<td>Attendance/Class Participation</td>
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<td>Discussion Questions</td>
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<td>Short Paper</td>
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**Attendance/Class Participation** (10%)  
All students are expected to attend classes regularly and to contribute to class discussions. Frequent absences will impact a student’s ability to participate in discussion.

**Discussion Questions** (5%)  
Each student will be expected to start discussion once during the course of the semester. This is not a formal presentation; students are expected to bring five questions or problems to begin the day’s discussion. At least one question must relate to each assigned work for the day.

**Short Paper** (20%)  
The first paper (5-7 pages) is due early in the semester. Students will be given a set of prompts for this assignment, but are encouraged to choose leadership- and drama- or film-related topics that are of interest to them, even if they are not covered in the prompts.

**Jepson Shakespeare (Final) Project** (65%)  
The Final Project contains several components that students will be working on – both in groups and individually – throughout the entire semester. The Project will include the following components:

1. An individual journal based on the experience of the project (10%) with weekly entries discussing the process of the project.
2. A group paper discussing the group’s experience of the project, why the group made the decisions it did, and an analysis of the project (25%).
3. An individual paper relating the project to an external related topic dealing with the theme of leadership and theater, film, or other on-screen media (television, videogames, etc.) (30%).

Individual portions will be graded individually, the group paper will receive one grade for the entire group. Students concerned about their group work should approach me with any concerns or problems with other members of their group.
CLASSROOM POLICIES
Students are expected to be on time to class. Lateness will impact a student’s attendance grade. Students are expected to be attentive to and respectful of the professor and the ideas of their peers.

Laptops are permitted, but use of the internet (via laptop, cell phone, or PDA) during classtime is strictly prohibited. Please make sure all cell phones are silenced or turned off. Students will not be allowed to answer their phones during classtime.

All written work is expected on time. Assignments turned in late will be penalized one full grade for each day they are late. All assignments are expected to be the student’s original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences.

If emergency circumstances inhibit a student from attending class or completing an assignment, the professor should be notified as soon as possible (preferably before class or the due date of the assignment). Extensions and make-ups are given only at the discretion of the professor. Exams cannot be made up except under the most extenuating of circumstances. Students needing accommodations should speak to the professor.

STUDENT RESOURCES
If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

Academic Skills Center (http://asc.richmond.edu, 289-8626 or 289-8956): Supports students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; working on specific subject areas (e.g. calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.

Career Services (http://careerservices.richmond.edu/ or 289-8547): Assists students in exploring their interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing a first job. We encourage students to schedule an appointment with a career advisor during their first year.

Counseling and Psychological Services (http://caps.richmond.edu or 289-8119): Assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

Speech Center (http://speech.richmond.edu or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging
key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

Writing Center (http://writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained peer writing consultants who offer friendly critiques of written work.

Boatwright Library Research Librarians (http://library.richmond.edu/help/ask.html or 289-8669): Assist students with identifying and locating the best resources for class assignments, research papers and other course projects. Librarians also assist students with questions about citing sources correctly. Students can schedule a personal research appointment, meet with librarians at the library’s main service desk, email, text or IM.
COURSE SCHEDULE

Mon., Aug. 27
Welcome to LDST 390-01
The Jepson Shakespeare Project

Tues., Aug. 28
Screening (non-mandatory) of Shakespeare Behind Bars: JPSN 120, 4pm

Weds., Aug. 29
Film (due today): Shakespeare Behind Bars
Reading: Shakespeare, The Tempest, Act I
Assignment: Have groups formed for Jepson Shakespeare Project

Sun., Sept. 2
Screening (non-mandatory) of The Tempest: MRC 4, 3pm

Mon., Sept. 3
Reading: Shakespeare, The Tempest, Acts II-IV
Assignment: Begin taking notes on your JSP act

Weds., Sept. 5
Film: The Tempest
Reading: Shakespeare, The Tempest, Act V

Mon., Sept. 10
Work Day – come prepared to work on your ideas in your act groups and as a large class project

Weds., Sept. 12
Reading: Cesaire, A Tempest (all)
Wilson, “Orientalism: A Black Perspective” (BB)

Mon., Sept. 17
Work Day – come prepared to work on JSP

Weds., Sept. 19
Reading: Shakespeare, Henry V, Acts I-III
Parolin, “Figuring the King in Henry V” (BB)
Assignment: Topic proposal for short paper due via email or in class: introductory paragraph with tentative thesis

Mon., Sept. 24
Reading: Shakespeare, Henry V, Acts IV-V
Danson, “Henry V: King, Chorus, and Critics” (BB)
Assignment: Turn in “script” for JSP with outline of “character” needs

Tues., Sept. 25
Screening (non-mandatory) of Patton (time and room TBA)
Weds., Sept. 26  
Film: *Patton*  
Reading: Taylor, “From Agincourt to Bastogne” (BB)

Sun., Sept. 30  
Screening (non-mandatory) of Parts 1-3 of *Band of Brothers* (time and room TBA)

Mon., Oct. 1  
Film: (tv) *Band of Brothers* Parts 1-3  
Assignment: Short Paper Due

Tues., Oct. 2  
Screening (non-mandatory) of Parts 4-6 of *Band of Brothers* (time and room TBA)

Weds., Oct. 3  
Film: (tv) *Band of Brothers* Parts 4-6  
Reading: Auster, “Saving Private Ryan and American Triumphalism” (BB)

Sun., Oct. 7  
Screening (non-mandatory) of Parts 7-10 of *Band of Brothers* (time and room TBA)

Mon., Oct. 8  
Film: (tv) *Band of Brothers* Parts 7-10  
Assignment: JSP check-in – how did casting go?

Weds., Oct. 10  
Work Day – come ready to work on JSP issues – workshopping problems with the whole class, questions about working with kids, issues with the kids and the text you didn’t know about before.

Weds. Oct. 17  
Reading: Shakespeare, *Coriolanus*, Acts I-III

Mon., Oct. 22  
Reading: Shakespeare, *Coriolanus*, Acts IV-V  
Screening (and pizza) with Dr. McDowell’s Class in JPSN 118 at 5pm!

Wed., Oct. 24  
Reading: *Frost/Nixon*

Sun., Oct. 28  
Screening (non-mandatory) of *Nixon* (Group A) in AND *Frost/Nixon* (Group B) (time and room TBA)
Mon., Oct. 29
Film: Nixon (Group A) OR Frost/Nixon (Group B)
Reading: Carver, “What We See on the TeeVee” (BB)
Self, “The First Debate over the Debates” (BB)
Druckman, “The Power of Television Images” (BB)
Assignment: JSP Check-in!

Tues., Oct. 30
Screening (non-mandatory) of The Iron Lady (time and room TBA)

Wed., Oct. 31
Film: The Iron Lady
Reading: Rosener, “Ways Women Lead” (BB/LC pp. 149-160)

Sun., Nov. 4
Screening (non-mandatory) of Thirteen Days (time and room TBA)

Mon., Nov. 5
Film: Thirteen Days
JFK’s Inaugural Address (YouTube/BB)
Reading: Kimble, “JFK, the Construction of Peace, and the Pitfalls of Androgynous Rhetoric” (BB)
Assignment: JSP Group Paper (except for “Wrap-Up”) draft due.

Tues., Nov. 6
Screening (non-mandatory) of Wag the Dog (time and room TBA)

Wed., Nov. 7
Film: Wag the Dog
Reading: Schwarz, “Spin-ning Wheel America” (BB)
Castonguay, “Hollywood goes to Washington” (BB)

Sun., Nov. 11
Screening (non-mandatory) of W. (time and room TBA)

Mon., Nov. 12
Film: W.
Reading: Detmering, “Exploring the Political Dimensions of Information Literacy through Popular Film” (BB)

Wed., Nov. 14  Work Day – Keep Calm and DO NOT PANIC!

Fri., Nov. 16 OR Sat., Nov. 17 – SHOWTIME!!!
Sun., Nov. 18
Screening (non-mandatory) of *Malcolm X* (time and room TBA)

**Mon., Nov. 19**
*Film: Malcolm X*
*Reading: Joseph, “Rescuing Malcolm X from His Calculated Myths” (online/BB)*
*Du Bois, “The Talented Tenth” (BB/LC pp. 78–80)*
*Assignment: Take a deep breath and a nap.*

**Mon., Nov. 26**
*Reading: The America Play*
*Ryan, “No Less Human” (BB)*
*Assignment: Group paper due.*

**Weds., Nov. 28**
*Reading: The Laramie Project*
*Assignment: Abstract proposal and outline for final paper*

Sun., Dec. 2
Screening (non-mandatory) of *The Laramie Project* (time and room TBA)

**Mon., Dec. 3**
*Film: The Laramie Project*
*Reading: ABC 20/20, “New Details Emerge…” (BB)*
*Lippert, “Life in Memory of One Who No Longer Lives” (BB)*

**Weds., Dec. 5**
**Project Workshop**

**Mon., Dec. 17, 10am** – Final Project Due

There is no final exam for this course.