LDST 101-02: Leadership and the Humanities
Fall 2014

Instructor: Dr. Ernesto Semán
Course Time and Location: Mon, Wed 12:00-1:15pm Jepson 102
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Office Hours: Wed. 3:00-5:00pm and by appointment

Course Description:
In this course, we will study how different forms of leadership throughout history have shaped (for good or bad) fundamental aspects of our lives today. The class will examine the actions of people who lead at many different levels. We will learn about famous leaders who changed the society and the economy of their times, but also about the millions of individuals with a vision that transcended their own existence: the women who went out of their houses to obtain an income when that was unthinkable; the writers who imagined a different world; the activists who joined large social movements for equal rights; and the workers who created unions in the name of their class. Two concepts are at the center of this course: “historical approaches” and “imagination.” First, we will see how some basic aspects of today’s world (from the car we drive, to the way we pay for it, to the houses we live in, to the ways we make a living) are the result of actions occurred in the past, and consequently, how our own decisions will affect future generations. At the same time, we will read this history in parallel with the work of artists whose imagination shape the way we view the world.

Requirements and Grades:
1. Class Participation: 25%
   - Discussion. I expect that you will participate actively throughout the entire course. Class attendance is absolutely necessary. I also expect that you come to class having read the texts and prepared to engage with debates and discussions pertinent to the class.
   - Your Student Journal. Every week (deadline is Sunday, 8pm before Monday’s class.) you will submit through blackboard a one or two-page, double-spaced journal entry, answering three questions: 1) What were the most important things you learned from your reading this week? 2) What were the most important things you learned from class this week? and 3) What would you like to know more about? You can write longer about one topic than another, and you can take the opportunity to comment about a book you have read, a news you have seen or an idea you have, as log as it is relevant to the class. At the end of the course, you will put all the entries together with a cover introduction reflecting on your progress during the semester.
   - Class Presentation. Once during the semester, you will present one of the assigned texts. Presentations should be short, between 5 to 7 minutes, briefly describing the main argument/s of the text, your ideas about it/them, and a set of two or three questions,
points, criticisms or counter-arguments that you will bring to discuss with the rest of the class.

2. Midterm exam: 20%
   - The midterm will consist of several short answer questions about all the readings assigned up to this point, including those that were not discussed in class. The midterm exam will take place on Wednesday, October 8th.

3. Final exam: 25%
   - The final exam will consist of several short answer questions about all the readings assigned, including those not discussed during class. The Final exam will take place on Thursday, December 11, 10:30am.

4. Research Paper: 30%
   - Students will write a research paper 2500 to 3000 word-long, based on their work on primary sources that illuminate some aspects of leadership from a historical perspective. I will give you a set of possible themes, and students can also suggest their own, but they will have to be approved by me. The paper should reflect an understanding of how (and the reasons why) various forms of leadership have functioned at different historical moments. Based on a selected primary source, students should be able to build their own argument and to engage with the class readings. They will work mostly (but not exclusively) with the resources of the Boatwright Library. At the beginning of the semester, we will visit the library in order to explore the different options available. By mid-semester, students will have to have approved by me the primary sources and the topic that will be the focus of their paper. The last week of the course will be dedicated to group discussions of the papers’ main points, arguments and hypothesis. Deadline: Midnight of Friday, December 5th.

General expectations:
1. Class attendance is absolutely necessary. Each unexcused absence will lead to 2 percent taken off your final grade.
2. You should arrive at class on time, no exceptions. You should not leave class before it ends, no exceptions. Late arrivals (more than 3 minutes) or early departures (more than 3 minutes) will affect the percentage of your grade corresponding to class participation.
3. You should make sure to go to the restrooms before class, or either wait until the class ends.
4. No food in the classroom.
5. The use of laptops, ipads or phones during class is prohibited. If you cannot take notes without an electronic device, you need to contact me as soon as possible with a Disability Accommodation Notice (DAN) provided the university (see below.)
6. I will respond to all emails within 24 hours of receiving them, but I will not respond to emails sent to me after 5pm until the following day. I can also give you feedback about your projects, but I will not read rough drafts sent 24 hours before they are due.
7. Plagiarism: Any plagiarism is grounds for failure for the assignment in question, for the course, and for the school as well. When the ideas or writings of others are presented in assignments, these ideas or writing should be attributed to that source. Special care
should be taken to cite sources correctly and to use quotation marks. Resources such as the library and the Writing Center are available on campus to assist you. You are encouraged to take advantage of these resources.

**Required texts (all available at the bookstore):**

**Recommended texts:**

**Course Schedule**

**Part I: Introduction: To lead and to be led**

**Week 1:**
August 25th
- Marco Aponte Moreno, “The World’s Best Leaders are Cast as Themselves in a Play that Never Ends” The Guardian, August 15, 2014
- Claude Fischer, “Sweet Land of… Conformity?,” Boston.com, June 6, 2010

August 27th
- Miguel de Cervantes, *Don Quixote*. First Part, chaps. 1-4

**Part II: Leadership as political imagination: The Dreams of the Hero**

**Week 2:**
September 1st
- *Don Quixote*, First Part chapters 11-14
Laurent Dubois and John D. Garrigus, eds., *Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents*. Part I, pp.7-33. (blackboard)

Sept. 3rd
*Don Quixote*, First Part, chapters 17-20
Laurent Dubois and John D. Garrigus, eds., *Slave Revolution in the Caribbean*… Part 1, pp. 34-45 (blackboard)
Primary Source: Documents about life in Haiti in revolutionary times and about the relation between the United States and the Haitian Revolution: pp. 159-166 (blackboard)

**Week 3**

Sept. 8th
*Don Quixote*, Second Part, chapters VIII-XII

**FIRST MOVIE NIGHT: “BURN!” (1969)**

Sept. 10th
Don Quixote, Second Part, chapters LXIX-LXXII
Jorge Luis Borges, “Pierre Menard, Author of The Quixote.” (blackboard)

**Part III: Shaping Economies, Nations, and People’s life**

**Week 4**

September 15th
Exploring primary sources. Visit to the Boatwright Library, meeting with Lucretia McCulley, Head of Scholarly Communications

September 17th
*Don Quixote* Second Part, chapters LXXIII-LXXIV
Greg Grandin, *Fordlandia*, Ch. Intro-4

**Week 5**

September 22nd
*Fordlandia*, Ch. 5-8
Primary Source: Document from Henry Ford.

September 24th
Fordlandia Ch. 9-15
Arno J. Mayer, Dynamics of Counterrevolution in Europe, 1870-1956; an analytic framework. Introduction. (blackboard)

Part IV: The Masses and the Leaders
Week 6
September 29th
Fordlandia, Ch. 16-Epilogue
Niccolo Macchiavelli, The Prince. In Wren, Hicks and Price, Traditional Classics on Leadership, p. 85-95

October 1st
Daniel James, Resistance and Integration. Part One: The Background. Peronism and the working class, 1943-55. P, 7-40. (blackboard)
Primary Source: Letter from Serafino Romualdi, U.S. labor diplomat to Latin America

Week 7
October 6th
Documentary: Leni Riefenstahl, The Triumph of the Will.

October 8th
MIDTERM EXAM.

Week 8
October 13th FALL BREAK, NO CLASS

October 15th
Junot Díaz, The Brief Wondrous Life of Oscar Wao, 1-33
Frank Moya Pons, The Dominican Republic: A National History. Chapters 15-17. (blackboard)
Primary Source: Trujillo in the eyes of U.S. diplomats

Week 9
October 20th
The Brief Wondrous Life of Oscar Wao, 77-165
October 22

_The Brief Wondrous Life of Oscar Wao_, 167-201
David F. Schmitz, _Thank God They’re on Our Side: The United States and Right Wing Dictatorships, 1925-1965_. Introduction and Chapter II. (blackboard)

**Week 10**
October 27

_The Brief Wondrous Life of Oscar Wao_ 203-261
Odd Arne Westad, _The Global Cold War_. Part 1, The Empire of Liberty: American Ideology and Foreign Interventions, pp. 8.-39. (blackboard)

October 29

_The Brief Wondrous Life of Oscar Wao_ 309-335
Primary Source: Document about President Kennedy during the 1962 Cuban Missile Crisis.

**Part V: From Big Man to Ordinary People, The Million Faces of Leadership**

**Week 11**
November 3

Greg Grandin, _The Last Colonial Massacre_: Introduction, p. 1-17. (blackboard)
John Dinges, _The Condor Years. How Pinochet and his allies brought terrorism to three continents_, pp. 1-62. (blackboard)

November 5


Two recent articles on Grandmothers of Plaza de Mayo:


**SECOND MOVIE NIGHT: THE OFFICIAL STORY (1985)**

**Week 12**
November 10

Max Weber: _Politics as a Vocation_, In Gerth and Mills, _From Max Weber: Essays on Sociology_, pp. 77-128. (blackboard)
Bob Fitrakis, Harvey Wasserman, _George Will Confirms Nixon’s Vietnam Treason. Common Dreams_; accessed August 12, 2014:
Novemeber 12th

**Week 13th**
November 17th
   Evo Morales, Inaugural Address as President of Bolivia, January 22, 2006. (blackboard)

**THIRD MOVIE NIGHT: EVEN THE RAIN (2010)**

November 19th

**Week 14th**
November 24th
Discussion of final research project

November 26th
TXGIVING BREAK NO CLASS

**Week 15th**
December 1st
Discussion of final research project

December 3rd
Discussion of final research project
Jepson School of Leadership Studies

Awarding of Credit
To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.
http://registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations
Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.
http://studentdevelopment.richmond.edu/disability-services/policies.html

Honor System
The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”
http://studentdevelopment.richmond.edu/honor/

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
http://registrar.richmond.edu/planning/religiousobs.html
Staff members from these resources are available to students for consultation regarding the points delineated below.

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](http://asc.richmond.edu), 289-8626 or 289-8956): Assists 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](http://careerservices.richmond.edu) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

**Counseling and Psychological Services** ([http://caps.richmond.edu](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](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](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

**Boatwright Library Research Librarians** ([http://library.richmond.edu/help/ask](http://library.richmond.edu/help/ask) or 289-8876): Assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also assist students with questions about evaluating and citing sources. Students can email, text or IM a librarian, or schedule a personal research appointment to meet with a librarian in the first floor Research and Collaborative Study area.