From quotes to questions:

Caroline Walker Bynum: “Surely our job as teachers is to puzzle, confuse, and amaze. We must rear a new generation of students who will gaze in wonder at texts and artifacts... slow to project... quick to assume there is a significance, slow to generalize about it. For a flat, generalizing, presentist view of the past... makes it boring, whereas amazement yearns toward an understanding, a significance always a little beyond both our theories and our fears. Every view of things that is not wonderful is false.”

Seriously? Aren’t you here to solve puzzles rather than to be puzzled? What is presentism? Can we avoid it? Moreover, if we’re not trained to generalize from particulars, that is, to come up with statements that make sense of particulars, how can we predict and control what happens? Accurate predictions and complete control—shouldn’t those be the aims of higher education? Amazement is extracurricular; isn’t it?

William Butler Yeats: “The best lack all conviction, while the worst are full of passionate intensity.”

What might Yeats have meant by “best” and by “worst”? What would those terms have to mean for you to subscribe to the truth packed into this line?

John Maynard Keynes: “The long run is a misleading guide to current affairs. In the long run we are all dead.”

Can Keynes be suggesting leaders think only in terms of days, weeks, or years rather than in terms of generations? The problems of posterity often surface when leaders ponder policy decisions that may realize short-term gains, that is, when folks raise the question: what might that mean in the long run? Keynes’s second sentence has a devil-may-care tone, but sometimes long-term effects may be given too much consideration. To be sure, you’ve come across the conflicts between short / long terms in the climate change debate, but bring the same tension to your consideration of historical figures, to Machiavelli’s preferences, for example, or to current discussions of, say, immigration policies.

Thucydides: “Pericles... was their leader rather than being led by them [the Athenians], because he did not speak to please them.”

Shouldn’t we expect leaders to be led by followers’ preferences when, in a democracy—and ancient Athens purportedly was “the cradle of democracy”—leaders are elected to implement what citizens want done? Speaking to please seems to have become the way to leadership in our society. Would you consider that one of the weaknesses or strengths of modern democracy?
Stuart Hampshire: “Successful political leader[s are] always rather loose in [their] thinking, flexible, not bound by principles or by theories, not bound even by [their] own intentions. [They are] like burglar[s] who [are] ready to change direction when [they] run up against an obstacle in the dark.

Would you call this a flattering comparison? Flexibility seems an OK virtue for leaders, but what about principles? Are they any use if they’re not binding? Hampshire mentions political leaders, but might his definition fit leaders in business, education, entertainment, athletics?

Oliver Wendell Holmes: “Life is painting a picture, not doing a sum.”

Is Justice Holmes simply saying that quality of life should be more important than the quantities of goods we accumulate? Aren’t the two related? Or is he saying something directly relevant to the education you’re receiving?

Aurelius Augustine: “Justice having been removed, what are kingdoms but gangs of criminals on a large scale? What are criminal gangs but petty kingdoms? A gang is a group of persons under the command of a leader, bound by an agreement or covenant that governs the association in which plunder is divided according to a constitution of sorts. . . . For the answer given by a captured pirate to Alexander the Great was amusing but true. When great Alexander asked why the pirate terrorized seafarers, the latter boldly replied, suggesting that his purpose and Alexander’s were identical. When I do what I do with a small vessel, he noted, I am called a pirate. Because you do the same with a mighty navy, you are called an emperor.”

Does the anecdote prove Augustine’s point about government and larceny? If you were Alexander how would you respond to the pirate’s equation?

Martha Nussbaum: “Nations all over the world will soon be producing generations of useful, docile, technically trained machines rather than complete citizens who can think for themselves, criticize tradition, and understand the significance of another person’s sufferings and achievements.”

Nussbaum thinks that the humanities could and should serve as an antidote. Do you share Nussbaum’s distress? If docile citizens are useful and well-trained, should we object that somehow they are docile and therefore incomplete citizens? Is it fair to compare them with machines? How important is it for leaders to criticize tradition?

Susan Sontag: “The photographer’s intentions do not determine the meaning of a photograph, which will have its own career, blown by the whims and loyalties of the diverse communities that have use for it.”

Nonsense? Aren’t the loyalties and disloyalties—as well as the whims—of communities determined by the images that artists/photographers give them? Isn’t the person behind the camera in control? Don’t the persons, factions, and media-moguls, who pay the freight, frame what viewers see? And doesn’t what we see shape how we think about wars, leaders, candidates, poverty, nobility?
In this section of LDST 101, we’re going to raise these questions as well as others that you’ll find in the schedule portion of the syllabus in bold print. We ask them not because the answers set the foundation for leadership studies; the asking does. Conversations generated by our asking draw our various dislikes and likes into the open, problematize some ideas we may take for granted, and prompt encounters with problems, with problem-solvers, and with a gaggle of issues we might otherwise have left unexplored.

We’ll start by briefly visiting the ideas of some folks who think higher education and the humanities are superfluous and then head for a few of the classical texts and, in my opinion, soon-to-be or ought-to-be classical texts in leadership studies. From there, we’ll think about several concepts--charisma, for one--that have earned a place in both the humanities and leadership studies. Finally, we get to applications as well as challenges, as we turn to leadership in business, gender discrimination, poverty, pluralism, and immigration policy--all to confront difficulties you’ll face trying to remedy racism and alienation, making your way and making your mark in the twenty first century. LDST 101 is about power and how the humanities might help you decide whether you want it, how to get it, what to do with it--to whom you should give it.

**BUT . . . before you decide whether all this might be a good way to spend parts of your semester and strap yourselves into this course, attend to the next section on . . .**

### Requirements and Grades

Lively, informed encounters with our questions, obviously, require your lively and informed participation in class discussions. “Require” means I expect it, and I deduct points from the final grades of participants who don’t meet that expectation--who are often absent and/or unfamiliar with assignments. 100 points are available. You’ll sit for three mid-term exams, September 23rd (20 points); October 26th (25 pts); November 18th (40 points). The final exam is a quiz, scheduled by the registrar during finals (15pts).

Students who miss a midterm due to illness (please obtain a physician’s note) or to deaths in the family, and students who miss a midterm to represent the university on the road may make up the exam during the week of finals. I can accommodate only one exam-absence, so if your calendars show conflicts for 2 or all 3 mid-terms, please drop this section of 101 for another.

The first week of classes is critical. The conversations will cover definitions and purposes. You’ll be taxed a grade for each one missed, even if you pick up a seat vacated by another. Hence, those who registered late or simply ducked under the first week will see their A+s become A-s, Bs become C+s, etc. Should you miss one of the first two, you’re A- becomes a B+, etc. If you find yourself in that predicament, I suggest you register for another, kinder, gentler section of LDST 101. For other Jepson-prescribed caveats and conditions, see the addendum to this syllabus, BUT note the taboos that are specific to this section.

Also note that you’ll be required to attend one late afternoon- early evening lecture, November 9th; you are excused only if curricular responsibilities (classes or labs) conflict. But extra-curricular assignments and trips as well as co-curricular responsibilities do not constitute excuses for missing the extra session.

Finally, a new feature: Bonus or extra-credit optional assignments may be submitted at the end of term, but no later than the quiz/exam scheduled for your section of 101. Each will involve additional reading in texts assigned as well as other articles. You’ll write a paper as directed at the end of this syllabus. Only if your grade(s) for the additional assignment(s) exceed the grade earned on the mid-terms and final, will your final grade be bumped. Hence, if your bonus assignment is a B and you’ve earned 85 of 100 points available on the exams, there will be no bump. If the bonus grade is A, A-, or B+, your 85 becomes a B+.
(Taboos during class-time: late arrivals, early departures, mid-class breaks, laptops, multi-tasking.)

You’ll be responsible for readings on electronic reserve (marked ER in the schedule that follows) as well as for reading all or substantial parts of the books available for purchase at the student book store.

**Thomas More, UTOPIA**

**Kevin Matson, JUST PLAIN DICK**

**Niccolo Machiavelli, THE PRINCE**

**Susan Sontag, REGARDING THE PAIN OF OTHERS**

**William Shakespeare, CORIOLANUS**

**T.C. Boyle, TORTILLA CURTAIN**

**William Chafe, CIVILITY AND CIVIL RIGHTS**

**Bonnie Marcus, POLITICS OF PROMOTION**

**Robert Penn Warren, ALL THE KING’S MEN**

**SO-- what do we do, and when do we do it?**

**8/21** Welcome: aims and strategies


Why does Abbott think you ought to be in college? Do you agree with him or are you put off by the way he dismisses the reasons ordinarily given for seeking a degree?

**8/31** Read Thomas More’s UTOPIA, books 1 and 2.

How does Hythloday justify his decision not to enter government service? More’s persona in the text offers reasons to serve. He seems more realistic than Hythloday, although perhaps more self-serving. Evaluate the strengths and weaknesses of each position. Why do you think Thomas More—the author, not the character in the text—gave most of UTOPIA’s first book to Hythloday and kept so little to get across his alternative? The second book sketches the rules that enable Utopians to live harmoniously. But what is gained, a smooth running society may not compensate for what is lost. What is lost? And is the loss worth the gain?

**9/2** Read Machiavelli’s PRINCE, chapters 1-7, 17-26.

Are the leaders Machiavelli admires those whom you’d admire? Do you find unattractive any of the qualities he thinks useful? What would have been Hythloday’s estimation of Machiavelli’s political counsel?

**9/7** Read Shakespeare’s CORIOLANUS, Acts 1-3.

Does the play, especially the confrontations between Coriolanus and the tribunes help you decide whether—or to what extent—George Bernard Shaw got it right when he said that “democracy reads well but doesn’t work well”? Relate the play to the Thucydides quote at the start of the syllabus.
9/9 Watch the film version of CORIOLANUS: availability TBA.

9/14 Read Penn Warren's ALL THE KING’S MEN, chapters 1-4.

“Judge Irwin has come out for Callahan.” That said, in the first chapter, Governor Willie Stark sprints to the judge’s home. There, the confrontation between them tells us a lot about both the judge and Willie. Give me your impressions of the two. How does the author help you form them? The second chapter is an extended flashback. Willie, prior to his election as governor, was an idealistic candidate. He was then called “wooden-headed.” Why? In the second chapter he recovers on learning why he was he chosen to run for office. Be ready to analyze the speech he gives after making that discovery. Why was it effective? Pay attention to the confrontation and crisis that led to the resignation of the Attorney General, Hugh Miller in the third chapter. The fourth chapter flashes back to the Burden’s student days and further back to the nineteenth century. Critics debate how well it fits. You’ll get a better sense of the debate after we discuss Thursday’s assignment, but it might help you now to formulate comparisons between the protagonist of the fourth chapter, Cass Mastern, and both Burden and Stark.


Walzer opens his essay by reporting briefly on a symposium on morality and war. Why? Does it help him make the case that it is impossible to govern “innocently”? Is it fair to compare war to politics? What does Walzer think about Machiavelli? Why does Walzer think leaders ought to feel guilty? Compare Walzer with Hythloday, and use Walzer’s principal observation to evaluate several characters in ALL THE KING’S MEN, specifically, Stark, Burden, Mastern, and Miller.

9/21 Read ALL THE KING’S MEN, chapters 5, 6, and 9.

Adam Stanton comes into focus in these chapters. One critic calls him an infinitely better man than either Stark or Burden, but more naïve than either. Do you agree? Return to the Nussbaum quote at the front of the syllabus and select another from those deposited there, keeping in mind that you’re likely to be asked to evaluate the novel using those two quotes.

9/23 First Mid-term Exam --- 20%


Don’t try to remember the names of all the figures discussed. But do get a good understanding of Weber’s idea of charisma, and be prepared to discuss how charisma relates to demagoguery and celebrity. We’ll be reading one reincarnation of Joan of Arc next, so be prepared to tell me what you’ve learned about “the politics of memory” from Brown’s essay.

9/30 Read George Bernard Shaw’s “Preface” to his play, SAINT JOAN

Does Shaw think Joan was charismatic? Under what circumstances should competent leaders “shock conventional people”? How does shock relate to charisma? How does shock relate to leadership?
10/5  Read Shaw’s play, SAINT JOAN.

Review the Yeats, Thucydides, and Hampshire quotes at the front of the syllabus. How might each apply to Joan’s leadership? The script utilizes the surviving trial transcripts, but the epilogue is all Shaw. What does it add to the play?

10/7  Watch the film IDES OF MARCH.

This is a good way to wrap up pre-break. It’s a film about political idealism, political realism, and the nature of media politics—the ways charisma is “negotiated” in contemporary elections. But it’s also a good staging area for our next discussions of image-making. I’ll be interested in your reactions. Film-makers are accused of promoting “a paranoid view of political conduct.” Their choice of title reflects the political treachery made famous in Shakespeare’s JULIUS CAESAR. So please take a quick detour and youtube Marlon Brando’s speech in the film version—— try “Brando Marc Antony” to get you there. That will be a good introduction to our next section on political oratory.

B R E A K  B R E A K

10/14  Read Mattson’s JUST PLAIN DICK, chapters 1, 4, and 5, and youtube Richard Nixon’s CHECKERS SPEECH. Then, still with youtube, watch the speeches by Al Sharpton and Barack Obama delivered at the 2004 Democratic national convention. Then, read the scripts Sharpton and Obama on electronic reserve.

We’re still talking about the nature of media politics and political image-making. Your assessments of Nixon, Obama, and Sharpton will be up for discussion.

10/19  Read Sontag’s REGARDING THE PAIN OF OTHERS

We shift from sounds to sight, continuing our discussion of the media. We’ll convene today at the art gallery in the Modlin Center to walk through the exhibit on war photography (Sontag’s subject) with curator/educator Martha Wright. Consider to what extent viewers conspire with photographers to impart meaning to what they see? Do photographers have greater say in making meaning or do the viewers? Is it fair to say that painters make pictures, whereas photographers take pictures?

10/21  Look at Dorothea Lange’s MIGRANT MOTHER appended to the syllabus.

Does Lange’s photograph convey her subject’s despair, or her grim determination, human dignity under stressful circumstances?

10/26  Second Mid-term  30%

10/28  OFF
11/2 Read Joanne Ciulla’s “Bogus Empowerment of Followers” on electronic reserve and Bonnie Marcus’s, THE POLITICS OF PROMOTION, chapters 1-3.

11/4 Ditto-- nothing new; just the above assignment.

11/9 Read Marcus, POLITICS OF PROMOTION, CHAPTERS 4-8.

11/10 Tuesday----late afternoon / early evening session with Bonnie Marcus


What’s the best evidence for the accuracy of the backlash thesis? If you’re unfamiliar with the 1954 decision of the Supreme Court in Brown v Board of Education, google and read until you can explain why Justice Thomas’s opinion could be considered both consistent with and a reversal of the Court’s decision in Brown.

11/16 Read Chafe, CIVILITIES AND CIVIL RIGHTS, introduction and chapters 1-5 and 8.

Be ready to identify and relate to leadership studies--as well as issues raised during our discussions of de- and re-segregation last week--the progressive mystique in North Carolina, the Pearsall Plan, Frank Porter Graham, Luther Hodges, Spencer Love, the NAACP, the KKK, and “the politics of moderation.”

What has been called the case for “benevolent paternalism” argues that policies that may seem to stymie equitable arrangements for educating all citizens actually ensure their permanence--once achieved. Can that case in this case study be made? How would you make it? How would you undermine it?

11/18 Films: see CRASH and GRAN TORINO.

11/23 Final Mid-Term Examination 40 points

11/25 T*u*r*e*y

11/30 Read Kukathas’s “Case for Open Immigration” on electronic reserve & the “Hispanic Challenge,” http://www.foreignpolicy.com/articles/2004/03/01/the_hispanic_challenge --- Samuel Huntington’s protest against Kukathas’s ideas applied to recent developments, also available on electronic reserve.

What do you find particularly persuasive and unpersuasive about Huntington’s “Challenge” and about Kukathas’s “Case”? Tell me what counsel you’d give leaders trying to formulate policies that play fair with the millions of immigrants from Latin America living and working in the United States illegally.

Has “current consumer culture” invaded your University of Richmond? If so, should we beat it back or welcome it? If you were the new president of this university, what would your 3 short-term measures and 3 long-term objectives be?

Robert Frost’s MENDING WALL

Something there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun,
And makes gaps even two can pass abreast.
The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbor know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
'Stay where you are until our backs are turned!'
We wear our fingers rough with handling them.
Oh, just another kind of out-door game,
One on a side. It comes to little more:
There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, 'Good fences make good neighbors'.
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
'Why do they make good neighbors? Isn't it
Where there are cows?
But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offence.
Something there is that doesn't love a wall, 
That wants it down.' I could say 'Elves' to him, 
But it's not elves exactly, and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed.
He moves in darkness as it seems to me~
Not of woods only and the shade of trees.
He will not go behind his father's saying,
And he likes having thought of it so well
He says again, ‘Good fences make good neighbors.’

_The New Colossus (Emma Lazarus)_

_Not like the brazen giant of Greek fame,_

_With conquering limbs astride from land to land;_

_Here at our sea-washed, sunset gates shall stand_

_A mighty woman with a torch, whose flame_

_Is the imprisoned lightning, and her name_

_Mother of Exiles. From her beacon-hand_

_Glows world-wide welcome; her mild eyes command_

_The air-bridged harbor that twin cities frame._

"Keep ancient lands, your storied pomp!" cries she

_With silent lips. "Give me your tired, your poor,_

_Your huddled masses yearning to breathe free,_

_The wretched refuse of your teeming shore._

_Send these, the homeless, tempest-tost to me,_

_I lift my lamp beside the golden door!"_
SYLLABUS INSERT REGARDING ACADEMIC AND PERSONAL SUPPORT SERVICES
Hope N. Walton, Director Academic Skills Center

Below is a boxed statement that describes the services available from a myriad of resources. We recommend that you consider including this boxed statement in your course syllabus, on Blackboard, or perhaps on a separate handout. Of course, other support services that relate specifically to your course can also be added.

Staff members from the resources below are available for consultations about concerns related to students as well as issues related to services.

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://wellness.richmond.edu/offices/caps/](http://wellness.richmond.edu/offices/caps/) or 289-8119): Assists students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include 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): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.