LDST 101-03: Leadership and the Humanities  
Fall 2015

Instructor: Professor Ernesto Semán 
Course Time and Location: Tuesday, Thursday 9:00-10:15am and 10:30-11:45am Jepson 102 
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Office Hours: 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. At the center of our conversation will be modern history, particularly of Latin America and the United States. We will learn about prominent leaders who changed the society of their time, but also about the millions of leaders in our daily life, 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. In this class, the field of leadership studies will give us an opportunity to reflect about social change throughout history: rather than discussing the individual characteristics of any given leader, we will explore what her leadership tells us about the society from which she emerged.

Requirements and Grades:

Class Participation: 15% 
Seven Responses: 15%  
  Two Movie Reviews  
  One Poetry Review  
  Four Reading Responses 
Individual Presentation: 15% 
Midterm Exam: 15% 
Final Exam: 15% 
Research Project: 25% 

- **Class Participation:** 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. Specific and incisive discussions of the readings are particularly welcome; general statements that do not relate to the authors' arguments or the other students' points are not. Class participation will be graded with 1, 2 or 3 per class (or zero if you do not attend.)
- **Responses**: There will be seven responses. Extension will be between one to two pages, double-spaced. Three of them are pre-assigned: Two movie reviews about the two movies we will watch during the semester, and a review about the work of (and the conference by) poet Claudia Rankine. Students will choose the other four readings that they will review throughout the semester. Responses cannot be a summary of the readings (or movie or event.) They should be a thoughtful consideration of the topics covered, relating them with the rest of the course's readings and opening questions or the rest of the students. All responses will be submitted by email. Problems with internet connection, computer and other technological problems will not be accepted as a reason for not submitting responses on time. No exceptions. Deadline for the responses will be Sunday 8pm.

- **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.

- **Midterm Exam.** It will consist of questions (short answers or mini essay-like) about the readings assigned up to this point (including those that were not discussed in class.) The midterm exam will take place on October 1st.

- **Final Exam.** It will consist of questions (short answers or mini essay-like) about the readings assigned up to this point (including those that were not discussed in class.) The final exam will take place on December 10 at 2pm.

- **Research Project.** Students will write a research paper 2500-3000 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 in Latin America or the United States. 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 deadline for the proposal is October 20th. The deadline for the research project is December 6th.

**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):


Course Schedule

Part I: Introduction: To lead and to be led

Week 1:
August 25th

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)
September 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)

**Home Assignment: Movie: “Burn!” [Queimada!] (1969)**

**Week 3**
September 8th

*Don Quixote*, Second Part, chapters VIII-XII

September 10th

*Don Quixote* Second Part, chapters LXXIII-LXXIV

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

**Week 4**
September 15th
http://www.washingtonpost.com/opinions/ferguson-wasnt-black-rage-against-copsit-was-white-rage-against-progress/2014/08/29/3055e3f4-2d75-11e4-bb9b-997ae96fad33_story.html

**Special Assignment**
Claudia Rankine
*The Making of Citizen*
*Wednesday, September 16th. Jepson Alumni Center*

September 17th
Greg Grandin, *Fordlandia*, Ch. Intro-4

**Week 5**
September 22nd
*Fordlandia*, Ch. 5-8

September 24th
*Exploring primary sources. Visit to the Boatwright Library, meeting with Lucretia McCulley, Head of Scholarly Communications*
Fordlandia Ch. 9-15
Niccolo Macchiavelli, *The Prince*. Excerpts (on blackboard.)

**Part IV: The Masses and the Leaders**

**Week 6**
September 29th
Fordlandia, Ch. 16-Epilogue

October 1st *MIDTERM EXAM*

**Week 7**
October 6th

October 8th
In Class: Documentary, Leni Riefenstahl, *The Triumph of the Will*

**Week 8**
October 13th
*FALL BREAK*

October 15th
*NO CLASS*

**Week 9**
October 20th
*NO CLASS*
Deadline for Research Project Proposal
October 22nd

Junot Díaz, *The Brief Wondrous Life of Oscar Wao*, 1-33

(Blackboard)

**Week 10**
October 27th

*The Brief Wondrous Life of Oscar Wao*, 77-165

October 29th

*The Brief Wondrous Life of Oscar Wao*, 167-201

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

**Week 11**
November 3rd

*The Brief Wondrous Life of Oscar Wao* 203-261

November 5th


**Week 12**
November 10th


November 12th

Jennifer Adair, "The Mothers of Plaza de Mayo, from Dictatorship to Democracy," Fairfield University, (manuscript, blackboard)

**Week 13th**
November 17th
6:30pm. Movie: "Kill the Messenger" (2014) (No class during regular hours)

November 19th


Week 14th

November 24th


Primary Source: Evo Morales, Inaugural Address as President of Bolivia, January 22, 2006. (blackboard)


November 26th

THANKSGIVING

Week 15th

December 1st


December 3rd

Revision for Final Exam and Research Projects
Jepson School of Leadership Studies
Common Syllabus Insert

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

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): 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/ 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/ 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 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 writing consultants who offer friendly critiques of written work.

Boatwright Library Research Librarians (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.