LDST 101-03 and 04: Leadership and the Humanities
Fall 2016

Instructor: Professor Ernesto Semán
Course Time:
03: Tuesday, Thursday 9:00-10:15am
04: Tuesday, Thursday 10:30-11:45am
Location:
Jepson 102
Email: eseman@richmond.edu
Office: Jepson 233
Telephone: 804-287-6694
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 a modern history of the Americas, comprising the United States and Latin America. We will learn about prominent leaders, 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. The field of leadership studies will give us an opportunity to reflect about social change over time: 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. Our focus, then, is not the leaders but the societies that at any given time came to embrace some specific symbols, ideas or people as representations of their hopes. Among the topics to be explored in detail will be slavery and labor, political violence, race, unions, ideas of rights, social reform and democracy. Among the topics, we will discuss the Haitian Revolution, Fordism and Industrialization, Populism, Liberalism, and the Cold War.

Requirements and Grades:

Class participation: 15%
Written responses (7): 20%
  Two movie reviews
  Gabriel's Rebellion tour report
  One conference report
  Three in-class reading responses
Individual Presentation: 5%
Midterm Exam: 20%
Final Exam: 20%
Research Project: 20%
- **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 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.

- **Written responses:** There will be seven responses. Three of them will be in-class responses and will consist in two questions regarding the readings of the assigned date. The other four will be written at home: they should be sent to me no later than 8pm on the assigned date. Extension will be two pages, double-spaced each. This is a scholarly exercise: I expect you to analyze the films, conferences and other activities from a historical perspective, and to fully engage with the class readings. Your responses will be discussed in class. 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 difficulties will not be accepted as a reason for not submitting responses on time. No exceptions. Deadline for the responses will be, again, 8pm on the assigned date. These four pre-assigned responses are:

  1. Movie review: Queimada (Giulio Pontecorvo, 1969), to be watched at home. Submit response no later than 8pm of Sept. 20.
  4. Movie review of Kill the Messenger (Michael Cuesta, 2014). To be watched on November 17, 6:30pm, Jepson Lounge. Submit response no later than 8pm of November 22.

- **Class Presentation.** Once during the semester, you will present one of the assigned texts. Presentations should be short, around 5 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 6th.

- **Final Exam.** It will consist of questions (short answers or mini essay-like) about the readings assigned during the entire semester, including those already discussed in the Midterm Exam (including those that were not discussed in class.) The final exam will take place on December 1st.

- **Brief Research Project.** Students will write a brief, 1,500-word essay, 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. You should send a proposal by email no later than 8pm of November 20. Projects will have to be approved by me. The final essay 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. The final brief research project should be sent by
e-mail to me no later than 8pm of December 7th.

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. No food in the classroom.
4. 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.)
5. 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.
6. 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 (available at the bookstore):

Metropolitan Books, New York, 2009

Course Schedule

Part I:

Week 1:
August 23rd.
Introduction, course overview, discussion of learning objectives and syllabus.
Thomas Holloway, "Latin America: What's in a Name?" in A Companion to Latin
August 25th.


**Part II: Slavery, the common feature of the Americas**

**Week 2:**

August 30th.

Laurent Dubois and John D. Garrigus, eds., *Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents*. Part I, pp. 7-33. (BB)

Sept. 1st.

Laurent Dubois and John D. Garrigus, eds., *Slave Revolution in the Caribbean...* Part 1, pp. 34-45 (BB)


**Week 3**

Sept. 6th.


Sept. 8th.


**Week 4**

Sept. 13th.


**At home: Watch Queimada (Giulio Pontecorvo, 1969).**

**Part III: Industrialization, Fordism and American empire**

**Week 5**

Sept. 20th.

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

Sept. 22nd.

Greg Grandin, *Fordlandia*, Ch. Intro-4


**Week 6**

Sept. 27th.

*Fordlandia* Ch. 5-8

**Sept. 29th. NO CLASS DURING REGULAR HOURS**

**SEPT. 30th. 2-5pm. Gabriel's Rebellion Tour with Ana Edwards**

Chair of Sacred Ground Historical Reclamation Project of the Defenders for Freedom, Justice & Equality

This is a community-based learning (CBL) class: students have responsibility for the success of the entire class. You cannot be passive; you must be an active participant.

Visit the "Resources for CBL Students" page on the CCE's website if you want to maximize the benefits of the activity.

[http://engage.richmond.edu/cbl/students/index.html](http://engage.richmond.edu/cbl/students/index.html)

**Week 7**

October 4th.

Revision

October 6th.

*Midterm-Exam*
Week 8
October 11th. NO CLASS FALL BREAK

October 13th. NO CLASS

Week 9
October 18th.

*Fordlandia*, 9-15

October 19: 7pm: Ira Berlin: [Re]Defined: in North America across Time and Place

October 20th.

*Fordlandia*-16-Epilogue.

Part IV: Workers, Mass Society and the emergence of the leader

Week 10
October 25th.


October 27th.

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

Week 11
Nov. 1st.


Nov. 3rd.

Junot Diaz, *The Brief Wondrous Life of Oscar Wao*, 1-33
Frank Moya Pons, *The Dominican Republic: A National History*. Chapters 15-17. (BB)

Part V: The Cold War in the Americas

Week 12
November 8th. Election Day.
   *The Brief Wondrous Life of Oscar Wao*, pp. 77-165

November 10th.
   *The Brief Wondrous Life of Oscar Wao*, pp. 167-201

**Week 13**
November 15th.

November 17th.

   **November 17, 6:30pm. Movie: "Kill the Messenger" (2014)**

**Week 14**
November 22nd.

November 24th. NO CLASS THANKSGIVING BREAK

**Week 15**
November 29th.
   Revision

December 1st.
   Final Exam
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.

[link to 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.

[link to disability.richmond.edu/]

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.”

[link to studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html]

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

[link to registrar.richmond.edu/planning/religiousobs.html]

*updated 8/10/2016*
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.