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

Instructor: Professor Ernesto Semán
Course Time:
03: Tuesday, Thursday 9:00-10:15am
04: 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 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. Among the topics to be explored in detail will be slavery and labor, role of violence in society, racial representations, role of unions in politics, ideas of rights, social reform and democracy. Among the topics, we will discuss the Haitian Revolution, Fordism and Industrialization, Populism, Liberalism, the Cold War and the War on Terror.

Requirements and Grades:

Class Participation: 15%
Seven Responses: 20%
  - One City Tour Report
  - One Movie Review
  - One Poetry Review
  - Four Reading Responses
Individual Presentation: 10%
Midterm Exam: 20%
Research Project: 30%
- **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.

- **Responses:** There will be seven responses. Extension will be between one to two pages, double-spaced. They should be sent through blackboard to the rest of the class no later than 8pm on the assigned date. One is a report about a city tour that we will do on January 29. Another is a movie reviews about Kill the Messenger. Another response is a poetry review based on our reading of poet Claudia Rankine. This is a scholarly exercise: I expect you to analyze the films from a historical perspective, and to fully engage with the class readings. The other four responses will be assigned during the semester. 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.

- **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 March 3rd

- **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.

**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:**

January 12th

Presentation.

January 14th

Miguel de Cervantes, *Don Quixote*. First Part, chaps. I-IV (pp. 19-40)


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

**Week 2:**

January 19th

_Don Quixote_, First Part chapters VII-VIII (pp. 53-64) and Part Two chapters XI and XII (pp. 75-85)
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)

January 21st
*Don Quixote*, Part Three, chapters XVII-XX (pp. 116-151)
Laurent Dubois and John D. Garrigus, eds., *Slave Revolution in the Caribbean*... Part I, pp. 34-45 (blackboard)

Week 3
January 26th
*Don Quixote* Second Part, chapters XXXIV-XXXVI (pp. 683-701)

January 28th
NO CLASS DURING REGULAR HOURS
*Don Quixote* Second Part, chapters LXXIII-LXXIV (pp. 929-940)

FRIDAY, January 29. 2-5pm. City tour. Explore the Haitian Revolution in Richmond

Part III: Shaping Economies, Nations, and People’s life
Week 4
February 2nd

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

Week 5
February 9th
*Exploring primary sources. Visit to the Boatwright Library, meeting with Lucretia McCulley, Head of Scholarly Communications*  
*Fordlandia*, Ch. 5-8

February 11th
*Fordlandia* Ch. 9-15

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

**Week 6**
February 16th
*Fordlandia*, Ch. 16-Epilogue
Niccolo Macchiavelli, *The Prince*. Excerpts (on blackboard.)

February 18th
In Class: Documentary, Leni Riefenstahl, *The Triumph of the Will*

**Week 7**
February 23rd

February 25th

**Week 8**
March 1st:
Revision

March 3rd
*Mid Term Exam*

**Week 9**
March 8th
BREAK

March 10th
BREAK
Week 10
March 15th
Junot Díaz, *The Brief Wondrous Life of Oscar Wao*, 1-33
(blackboard)

March 17th
*The Brief Wondrous Life of Oscar Wao*, 77-165
(blackboard)

Part V: From Big Man to Ordinary People, The Million Faces of Leadership
Week 11
March 22nd
*The Brief Wondrous Life of Oscar Wao*, 167-201
http://books.google.com/books?id=67jOU3BAeW4C&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

March 24th
(blackboard)

Week 12
March 29th

March 31st
Jennifer Adair, "The Mothers of Plaza de Mayo, from Dictatorship to Democracy,"
Fairfield University, (manuscript, blackboard)

Week 13th
April 5th
April 5th at 6:30pm. Movie: "Kill the Messenger" (2014)

April 7th
NO CLASS Deadline for Final Research Project Draft by 8pm.

Week 14th
April 12th
William Finnegan, “Leasing the Rain,” The New Yorker, April 8, 202. (blackboard)
Theresa Meade Chapter 14, pp. 305-334

April 14th
http://www.washingtonpost.com/opinions/ferguson-wasnt-black-rage-against-cops-it-was-white-rage-against-progress/2014/08/29/3055e3f4-2d75-11e4-bb9b-997ae96fad33_story.html

Week 15th
19th

April 21st
Revision for Final 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.