LDST 101-03 and 04: Leadership and the Humanities  
Spring 2017

Instructor: Professor Ernesto Semán  
Course Time and location:  
03: Jepson 102, Tuesday, Thursday 9:00-10:15am  
04: Jepson 102, Tuesday, Thursday 10:30-11:45am  
Email: eseman@richmond.edu  
Office: Jepson 233  
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%)**: 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 (20%)**: There will be three responses.
  - 1. A report that students will produce about the Gabriel Rebellion in Richmond.  
     Deadline: Sunday, February 5th, 8pm.
  - 2. A report about Professor Mark Healey conference, "Populism(s) in the Americas."  
     Deadline: Sunday, April 2nd, 8pm.
  - 3. A movie review of the movie "Kill the Messenger" (Michael Cuesta, 2014.) Deadline:  
     - 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 (5%).** Once during the semester, each student will present one of the assigned texts. Presentations should be short, around 5 minutes, and should *not be a summary of the text*. They should briefly describe the main argument/s of the text, your ideas about it/them, and bring one or two questions, points, criticisms or counter-arguments to be discussed with the rest of the class. Before 8pm the day before the presentation, students should send me, by email, a script for the presentation. The script should not be longer than 500 words.

- **Midterm Exam (20%).** 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 2nd.

- **Final Exam (20%).** 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 April 20th.

- **Brief Research Project (20%).** 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. Projects will have to be approved by me, before April 1st. Should you discuss the use of primary sources from the Boatwright Library with Lucretia McCulley, head of Scholarly Communications, you should do it before that day.

- 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 email to me no later than 8pm of April 26th.

**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):**

**Course Schedule**

**Part I: Introduction to Latin America**

**Week 1:**

January 10th.

Introduction, course overview, discussion of learning objectives and syllabus.

January 12th.


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

**Week 2:**

January 17th. No Class. MLK Day.

January 19th.

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)

**Week 3:**

January 24th.

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


January 26th.

Week 4
January 31st.
Chapter 5, "The Perfection of Racialized Slavery (1720-1861)", pp. 76-89 (BB)

February 2nd.

Part III: Industrialization, Fordism and American empire
Week 5
February 7th.

February 9th.
Greg Grandin, Fordlandia, Ch. Intro-4

Week 6
February 14th.
Fordlandia Ch. 5-8

February 16th.
Exploring primary sources. Visit to the Boatwright Library, meeting with Lucretia McCulley, Head of Scholarly Communications

Week 7
February 21st.
Fordlandia, 9-15

February 23rd.
Fordlandia-16-Epilogue

Week 8
February 28th.
Revision

March 2nd.
Midterm exam

Week 9
March 7th. SPRING BREAK

March 9th. SPRING BREAK

Part IV: Workers, Mass Society and the emergence of the leader
Week 10
March 14th.
Daniel James, Resistance and Integration. Part One: The Background. Peronism and the working class, 1943-55. P, 7-40. (BB)

March 16th.
(Watch at home: The Triumph of the Will, directed by Leni Riefenstahl, 1935)

Part V: The Cold War in the Americas
Week 11
March 21st.
Junot Diaz, The Brief Wondrous Life of Oscar Wao, 1-33
Frank Moya Pons, The Dominican Republic: A National History. Chapters 15-17. (BB)

March 23rd.
The Brief Wondrous Life of Oscar Wao, 77-165

**Week 12**

**March 27, 1:30pm:**
Lecture by Professor Mark Healey (University of Connecticut, Department of History)  
Populism(s) in the Americas

March 28th.  
No Class during regular hours.  
*The Brief Wondrous Life of Oscar Wao*, 167-201

March 30th.  

**Week 13th**

April 4th.  

April 6th.  

**Week 14th**

April 11th.  
**April 11th, 6:30pm. Movie: "Kill the Messenger" (2014)**

April 13rd.  

**Week 15th**

April 18th.  
Revision
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.

[Registrar Website](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.

[Disability Website](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.”

[Student Development Website](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.

[Registrar Website](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, 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.