LDST 101-02: Leadership and the Humanities
Spring 2018

Instructor: Professor Ernesto Semán
Course Time and location: Jepson 102, Tuesday and Thursday 9:00-10:15am
Email: eseman@richmond.edu
Office: Jepson 233
Office Hours: By appointment

Course Description:
Our focus in this class is society and history. It is not the leaders of any given nation, nor leadership as an individual phenomenon, nor the intelligence, bravery or power of a single human being, but how societies throughout history came to embrace some specific symbols, ideas or individuals as representations of their hopes, grievances, visions. At the center of our conversation during the next 15 weeks is the modern history of the Americas, comprising the United States and Latin America. We will study how different transformations during the last two centuries are connected between each other and have shaped fundamental aspects of our lives today, here, in Richmond. We will learn about prominent leaders and how they become relevant, but also about the millions of anonymous protagonists of 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 black activists who joined large social movements for equal rights; the workers who created unions in the name of their class. The field of leadership studies gives 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. 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 six responses.
  - 1. A report that students will produce about the Gabriel Rebellion in Richmond.
    **Deadline**: Monday, February 12.
- 3. A movie review of the movie "Kill the Messenger" (Michael Cuesta, 2014), to be watched on April 19, 6:30pm. **Deadline: Monday, April 23.**
- 4. A random quiz.
- 5. Another random quiz.
- 6. Yet another random quiz.

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.

- **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 8.
- **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 26.
- **Brief Research Project (25%).** Students will write a brief, 1,000-1,500-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 May 1.

**General expectations:**

1. **No laptops, ipads or phones during class. Prohibited. Not. Unless a Disability Accommodation Notice (DAN) is provided, they are not allowed.**
2. Class attendance is absolutely necessary. Each unexcused absence will lead to 2 percent taken off your final grade.
3. 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.
4. No food in the classroom.
5. The use of laptops, ipads or phones during class is obvious from the instructor’s point of view. And it 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.) But in general, I strongly suggest you do not use electronic devices, since they, in almost all cases, hurt students’ performance and grades.

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. The use of unauthorized laptops, ipads or phones during class will severely affect your grading. No.

8. 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 16th.
   Introduction, course overview, discussion of learning objectives and syllabus.

January 18th.

Part II: Slavery, the common feature of the Americas
Week 2:
January 23rd.
January 25th.
  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 30th.
  Laurent Dubois and John D. Garrigus, eds., *Slave Revolution in the Caribbean...* Part 1, pp. 34-45 (BB)

February 1st.

**Week 4**
February 6th.

February 8th.

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

**Week 5**
February 13th.
  *Exploring primary sources. Visit to the Boatwright Library, meeting with Lucretia McCulley, Head of Scholarly Communications*

February 15th.
  CLR James, *The Black Jacobins*, Excerpts (BB)

**Week 6**
February 20th.
  Greg Grandin, *Fordlandia*, Ch. Intro-4

February 22nd.
Greg Grandin, *Fordlandia* Ch. 5-8

**Week 7**  
February 27th.  
Greg Grandin, *Fordlandia*, 9-15  

March 1st.  
Greg Grandin, *Fordlandia*-16-Epilogue

**Week 8**  
March 6th.  
Revision

March 8th.  
Midterm exam

**Week 9**  
March 13th. SPRING BREAK  
March 15th. SPRING BREAK

**Part IV: Workers, Mass Society and the emergence of the leader**  
**Week 10**  
March 20th.  

March 22nd.  
NO CLASS

**Part V: The Cold War in the Americas**  
**Week 11**  
March 26:  
Monday March 26, 4:30pm.  
Conference by professors Juan Pablo Luna and Gabriel Vommaro
The New Right in Latin America


March 27th.

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

March 29th.

The Brief Wondrous Life of Oscar Wao, 77-165
Frank Moya Pons, The Dominican Republic: A National History. Chapters 15-17. (BB)

Week 12
April 3rd.

The Brief Wondrous Life of Oscar Wao, 167-201

April 5th.

The Brief Wondrous Life of Oscar Wao, 309-335.

Week 13th
April 10th.


April 12th.


Week 14th
April 17th.


April 19th, 6:30pm. Movie: "Kill the Messenger" (2014)
April 19th.

Week 15th
April 24th.
Revision

April 26th.
Final Exam

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.
[registrar.richmond.edu/services/policies/academic-credit.html](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.
[disability.richmond.edu/](http://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.”
[studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html](http://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.richmond.edu/planning/religiousobs.html](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](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 conceptualization, 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 or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

**Counseling and Psychological Services** ([http://wellness.richmond.edu/offices/caps/](http://wellness.richmond.edu/offices/caps/) or 289-8119): Assists currently enrolled, full-time, degree-seeking 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.