

LDST 101- Leadership and the Humanities-- SPRING, 2025

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FROM QUOTES TO QUESTIONS:

Caroline Walker Bynum: “Surely our job as teachers is to puzzle, confuse, and amaze. We must rear a new generation of students who will gaze in wonder at texts and artifacts . . . slow to project . . . quick to assume there is a significance, slow to generalize about it. For a flat, generalizing, presentist view of the past . . . makes it boring, whereas amazement yearns toward an understanding, a significance always a little beyond both our theories and our fears. Every view of things that is not wonderful is false.”

Seriously? Aren't you here to solve puzzles rather than to be puzzled? If we're not trained to generalize from particulars, that is, to come up with statements that make sense of particulars, how can we predict and control what occurs? Accurate predictions and comprehensive control--shouldn't those be the aims of a higher education?

William Butler Yeats: “The best lack all conviction, while the worst are full of passionate intensity.”

What might Yeats have meant by “best” and by “worst”?

Rachel Kushner: “Charisma does not originate inside the person called ‘charismatic.’ It comes from the need of others to believe that special people exist. . . . Charismatic people understand this will-to-believe best of all. They exploit it. That is their so-called charisma.”

Charisma often results from the appearance of what Yeats called “passionate intensity,” so are what he called “the worst” better able than “the best” at generating the “will-to-believe.” How does charisma differ from celebrity, if at all? Whom do you consider charismatic, and what do your answers say about your willingness to believe?

Napoleon Bonaparte: “We are here [at the *Conseil d'État*] to guide public opinion, not to discuss it.”

When is it fair for a council to make a raft of decisions for the public rather in response to -- or at least, with reference to -- prevailing public opinions

Ulysses S. Grant: “All the romance of feeling that [wo]men in high places are above personal considerations and act only from motives of pure patriotism and for the general good of the public has been destroyed. An inside view proves too truly very much the reverse.”

Bis this just post-civil war cynicism or does it still ring true? If the latter holds and the self-interested who aspire to high places are really imposters adept at camouflaging their selfishness to perpetuate that “romance of feeling,” what should you and the leaders you choose to occupy those “high places” in politics, commerce, or the academy do about it?

Thucydides: “Pericles . . . was their leader rather than being led by them [the Athenians], because he did not speak to please them.”

Shouldn't we expect leaders to be led by followers' preferences when, in a democracy --and ancient Athens purportedly was “the cradle of democracy”-- leaders are elected to implement what citizens want done?

George Bernard Shaw: “Democracy reads well, but it doesn't act well.”

Do you agree that democracy doesn't act well? Give me examples. What might make it act better?

Martha Nussbaum: “Nations all over the world will soon be producing generations of useful, docile, technically trained machines rather than complete citizens who can think for themselves, criticize tradition, and understand the significance of another person's sufferings and achievements.”

Nussbaum thinks the humanities could and should serve as an antidote. Do you share her distress? If docile citizens are useful and well-trained, why should we object that they are docile and therefore incomplete citizens? Is it fair to call them “incomplete”? Is it fair to compare them with machines? How important is it for leaders to criticize tradition?

Aurelius Augustine: “Justice having been removed, what are kingdoms but gangs of thieves on a large scale? And what are criminal gangs but miniature kingdoms? A gang is a group of persons under the command of a leader, bound by the agreements or covenant governing the association in which plunder is divided according to a constitution of sorts. To illustrate, take the answer given by a captured pirate to Emperor Alexander the Great. When great Alexander asked why the pirate terrorized seafarers, the latter boldly replied, suggesting that his purpose

and Alexander's were identical. When I do what I do with a small ship, he said, I'm called a pirate. Because you do the same with a mighty navy, you're called an emperor."

If you were Alexander how would you respond to the pirate's equation?

In this section of LDST 101, we'll revisit these quotes at different times and raise the questions in italics beneath them as well as other concerns that derive from these assignments and current events. BUT answers to these or other questions won't establish the foundation of leadership studies, though the asking might. And the conversations generated by our asking will likely problematize some ideas we take for granted, prompting confrontations with the problems and wannabe problem-solvers whom we'll find in our assigned texts as well as in our class.

So, welcome!!! BUT... before you decide whether all this might be a good way to spend parts of your semester and strap yourselves into this course, please check the next section on . . .

REQUIREMENTS & GRADES

Lively, informed encounters with our questions, obviously, require lively and informed participation in class discussions. I expect it; recurring absences and unfamiliarity with assignments will lower your grade for LDST 101.

First Paper (due February 2); 12 points, 1,000 word limit.

2 Mid-term oral exams. You'll be divided randomly into pods and meet with the instructor. Interlocutors earn up to 15 points per exam by sounding informed and wise but also by helping your pod colleagues do so as well.

5 quizzes: 5 points each; formats may vary, though the basic "ask" is: have you completed the day's assignment thoughtfully?

For example, let's say you're assigned the quotes at the front of the syllabus. Your quiz would might three terms and the prompt will ask you to relate them to each other and to a significant theme in the class: **democracy, Shaw, and Pericles**. And one reasonable response: "Perhaps one reason Shaw

believes democracy acts badly is that too many admire leaders who, as Pericles, prefer not to be led or swayed by their constituents. Yet democracies might “act” better if more leaders were candid and less concerned with consoling, comforting or pleasing their followers.

Final Paper, 33 points. By April 30, 9AM, you’ll submit a PDF or Word document (as an email attachment) responding to a paper prompt given a week earlier. Length 1,800 to 2,000 words. You may collaborate, deliberating with others, and submit solo or submit a single paper as a group of up to four colleagues.

(On the date and time set for this class’s final exam, those with excused absences (out-of-town representing the university, ill, death in the family) will complete graded assignments they missed. Quizzes will be as described above. If you miss an oral exam, you will take a blue book examination covering the relevant portion of the class.)

Several taboos: late arrivals, early departure, Mid-class breaks, multi-tasking

TEXTS *You’re advised to purchase (or kindle or E-book) the following:*

Thomas More, **UTOPIA**. (available on-line and in most used book stores as well as campus bookstore and Amazon, and . . .)

Niccolò Machiavelli, **THE PRINCE** (same as above)

William Shakespeare, **CORIOLANUS** (same as above)

Hannah Arendt, **EICHMANN IN JERUSALEM**.

Anne Applebaum, **TWILIGHT OF DEMOCRACY: THE SEDUCTIVE LURE OF AUTHORITARIANISM**.

Wendy Brown, **WALLED STATES AND WANING SOVEREIGNTY**

Robert Penn Warren, **ALL THE KING’S MEN**. *Beware: do **not** use the restored edition (burgundy and gold cover). That’s his first not his final, prize-winning draft.*

I like the Harcourt edition, but Scribner’s also has one.

SO-- What do we do and when do we do it?

January 13 - 14, after a brief introduction, we'll jump right into leadership during the twentieth century, first in the United States (with a cinema visit into the twenty-first) then in central Europe, the Middle East, and India.

January 15 - 16, watch THE IDES OF MARCH.

January 20 - 21, MLK day (Monday is off, and, to keep class sections 2 and 4 proceeding together, there will be no class Tuesday).

January 22 - 23, be ready to discuss ALL THE KING'S MEN, through chapter 6. (You'll be responsible for finishing the novel in time for our 2nd oral exam during the week of April 7 -- 10.)

January 27 - 28: Read chapters 1-4, 8 and the epilogue, of EICHMANN IN JERUALEM.

January 29 - 30: watch the film SWING KIDS.

Sunday, February 2, 7PM submit your first paper--prompt to be announced. Papers are to reach me by the deadline as an email attachment, PDF or Word doc. Do **not** place your names on the paper, but list student ID numbers of all responsible for the submission **along with the word count** at the end of the paper.

February 3 - 4, discussion of the papers

February 5 - 6, read Yael Tamir, WHY NATIONALISM, chapters 7 and 17 on blackboard along with THE FOOT SOLDIERS OF HINDU NATIONALISM. Also read the Hauenstein editorial on immigration and recent German elections: <https://www.theguardian.com/commentisfree/article/2024/sep/02/afd-thuringia-saxony-germany-migration>

February 10 - 11, read Anne Applebaum's TWILIGHT OF DEMOCRACY: THE SEDUCTIVE LURE OF AUTHORITARIANISM

February 12 - 13, read Ari Adut's "Critique," blackboard

February 17 - 18, read C Wright Mills, chapters, "The Conservative Mood" and "The Higher Immorality" -- and Mark Edmundson's "On the Uses of a Liberal Education," blackboard

February 19 - 20, read Wendy Brown's chapter on "Undoing Democracy," pages 21-35, blackboard

Feb. 22 through March 2, oral examinations-- no regular classes: coverage = all previous assignments and the novel ALL THE KING'S MEN

March 3 - 4, read Machiavelli's THE PRINCE

March 5 - 6, read Greene's second LAW OF POWER, blackboard

Have a wonderful Break !!!!

March 17 - 18, TBA

March 19 - 20, Read Plato's APOLOGY and I. F. Stone's chapter, "A Wild Goose Chase," blackboard.

March 24 - 25, Read Thomas More's UTOPIA, all of book 1 and any 30 consecutive pages of book 2.

March 26 - 27, watch the film, "The Mission"

March 31 - April 1, Read Shakespeare's CORIOLANUS, act 1, scene 1 and acts 2 and 3; watch the film, "Coriolanus."

April 2 - 3, Read Clarence Darrow's "Patriotism."

April 5 through April 13, oral exams: no regular classes

April 14 - 15, Read Huntington's "Hispanic Challenge" and Nolan's "On the Iron River," blackboard

April 16 - 17, Read Wendy Brown's WALLED STATES AND WANING SOVEREIGNTY, chapter 1

April 21 - 22, read WALLED STATES, chapters 2 and 3 and Robert Frost's "Mending Wall,"

<https://www.poetryfoundation.org/poems/44266/mending-wall>

April 23 - 24, political oratory: listen to Marlon Brando's Mark Antony (c/o Shakespeare, <https://www.youtube.com/watch?v=101sKhH-IMQ> and the speeches of Barak Obama and Al Sharpton, 2004 Democratic convention, <https://www.youtube.com/watch?v=FgGO7ARzU9U> and <https://www.youtube.com/watch?v=2SBFREiCkf8&t=27s>

By Thursday, May 1, 9AM, you'll submit a PDF or Word document (as an email attachment) responding to a paper prompt given the previous week. Length 1,500 to 2,000 words. You may collaborate, deliberating with others, and submit solo -- or submit as a group of up to 4 colleagues. Double space, wordcount and ID numbers (no names) of all students submitting after the last line.

UR and Jepson add-ons:

GENERAL EDUCATION OBJECTIVES

This course fulfills the Learning Objectives for Historical Inquiry.

1. Students will analyze questions about past events, ideas, and human worlds (political, cultural, social, economic, and/or physical).
2. Students will demonstrate historical thinking by contextualizing and analyzing primary sources and evaluating the nature and limits of historical evidence.
3. Students will apply interpretations and methods employed in the given area of historical study.
4. Students will formulate, advance, and properly document historical arguments, drawing on a combination of primary sources, secondary sources, and other research materials appropriate to the given area of historical study.

Academic Skills Center (asc.richmond.edu): 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. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: [On-Call Online Tutors \(https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2ktb\)](https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2ktb). Email [Roger Mancastropa \(rmancast@richmond.edu\)](mailto:Roger.Mancastropa@richmond.edu) and [Hope Walton \(hwalton@richmond.edu\)](mailto:Hope.Walton@richmond.edu) for appointments in academic and life skills to request a Zoom conference.

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email (library@richmond.edu), text (804-277-9ASK), chat, or Zoom (by appointment).

Career Services: (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 (caps.richmond.edu 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 brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services (disability.richmond.edu) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

Speech Center (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. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

Writing Center (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.

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

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/

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."

<https://studentdevelopment.richmond.edu/student-handbook/honor/index.html>

Religious Observance

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

Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).³ A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.⁴

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.⁵ With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

¹Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

²Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25. <https://doi.org/10.1002/abc.20044>

³Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

⁴Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.106>

⁵ <https://inclusion.richmond.edu/>

All assignments are expected to be the student's original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences. This means that no student is to use, rely on or turn in work that was paid-for, copied, excessively summarized without citation, created in collaboration (without permission), produced by AI, or is otherwise not the original work of the student for the specific assignment (without explicit permission).

NEW LANGUAGE FROM DISABILITY SERVICES

The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are approved for academic accommodations must complete the following steps to implement their accommodations in each class:

- 1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: sl.richmond.edu/be.

2) Request a meeting with each professor to create an accommodation implementation plan. Disability Services is available to assist, as needed.

It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting disability.richmond.edu. Disability Services can be reached at disability@richmond.edu or 804-662-5001.