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Department of English & Writing Studies

The Culture of Leadership I: Heroes, Tyrants, Celebrities

English 2018A (001)

Fall 2013

Instructor: Dr. Joel Faflak

Date/Time: Monday 7:00pm-10:00pm

Location: Talbot College 141

Prerequisites

This is a non-essay course open to all students beyond Year One.

Course Description

This course addresses the complex nature of leadership - the social, moral, and ethical dilemmas faced by women and men put in the hot seat of speaking and acting for others - as represented in key works of literature and culture. What role does a leader play: hero, manager, thinker, strategist, artist, figurehead, authority, imagineer, dictator, star? What does culture teach us about leadership, and how does it train us as leaders? Through lectures, discussions, and a variety of assignments from personality assessments to community leadership interviews, we will debate the diverse and often conflicting attributes of leadership: organization, intellect, power, intuition, wisdom, morality, feeling, empathy, creativity, charisma.

Objectives:

Successful students who complete the course will be better able to:

- Analyze the critical and cultural importance and relevance of literature in reflecting and shaping how society views itself;
- Understand and appreciate the role history played and continues to play in shaping our views of leadership;
- Think and write critically about the issue of leadership from a variety of approaches and forms;
- Think expansively and critically about the range of approaches discussed in class - literary, historical, philosophical, economic, political, social - and ask key questions about how these approaches impact and influence one another;
- Apply these approaches to their own personal and professional situations;
- Organize and present ideas clearly and effectively in written assignments.

Course Materials

Required Texts:

Conrad, Joseph. *Heart of Darkness and Other Tales*. Ed. Cedric Watts. New York: Oxford World Classics, 2008.

Fitzgerald, F. Scott. *The Great Gatsby*. New York: Scribner, 2004.

Gilgamesh: A New English Version. Trans. and ed. Stephen Mitchell. New York: Free Press, 2006.

Gladiator. Dir. Ridley Scott. Dreamworks, 2000. **** We will view this film in class.**

Rand, Ayn. *Anthem*. Introd. Leonard Peikoff. New York: Penguin Books, 1995.

Shakespeare, William. *King Lear*. Ed. Stanley Wells. New York: Oxford World Classics, 2000.

Euripides. *Medea*. In Greek Tragedy. Ed. Shomit Dutta. Trans. E. F. Watling. London: Penguin, 2004.

Citizen Kane. Dir. Orson Welles. RKO Pictures, 1941. ****You will be asked to view this film outside class.**

Each week's lectures and PowerPoint presentations will incorporate excerpts from supplementary readings. The full texts from which these readings are taken will be provided as pdfs on the OWL course website. You should also consult a good dictionary and thesaurus (the Oxford English Dictionary is available online through the UWO library website) and a good writing and reference handbook, such as The Little Brown Compact Handbook (10th ed.).

Timetable:

September 9	Introduction I Orientation for Majors PTI test
September 16	<i>Gilgamesh</i>
September 23	In-class screening I <i>Gladiator</i>
September 30	Majors PTI workshop (in class)
October 7	<i>Gladiator</i> / <i>Gilgamesh</i> Mini-test #1 (site passage from <i>Gilgamesh</i>)
October 14	THANKSGIVING I No class
October 21	Euripides, <i>Medea</i>
October 28	Shakespeare, <i>King Lear</i>
November 4	Conrad, <i>Heart of Darkness</i> Leadership Self-Assessment Assignment DUE
November 11	Rand, <i>Anthem</i> Mini-test #2 (site passage from <i>Heart of Darkness</i>)
November 18	Welles, <i>Citizen Kane</i>
November 25	Fitzgerald, <i>The Great Gatsby</i> Culture of Leadership Interview Assignment DUE
December 2	Fitzgerald, <i>The Great Gatsby</i> Class wrap-up I Review for Final Exam

Methods of Evaluation

Leadership Self-Assessment (1250 words; app. 5-6 pages)	30%
Leadership in Culture Interview (1250 words; app. 5-6 pages)	30%
Mini-Tests (two, written in class; 5% each)	10%
Final Examination (3 hours; date, time, and location TBA)	30%

A student must receive a passing grade for both term work and the final examination in order to receive a passing grade for the course. This applies to all courses in all programs offered by the department. Students whose term and final exam grades average 50% or above, even though one of the two is a failure, shall receive a default grade of 48%. **Please note:** The department of English & Writing Studies does not release final grades. All undergraduate grade reports will be available online from the Office of the Registrar.

Students are fully responsible for looking at and being familiar with the information posted on the department website at <http://www.uwo.ca/english/undergraduate/info%20for%20students.html#grade>.

Assignments:

1. LEADERSHIP SELF-ASSESSMENT

Objectives and learning outcomes:

- To develop a critical understanding of your own personality traits as they correspond to leadership potential;
- To self-assess what kind of leader you might make, or want to make;
- To identify possible gaps or blindnesses in this self-assessment;
- To apply this self-assessment to the reading of a literary text or cultural artifact in order to gain a critical understanding of how creative/fictional writing, thought, and expression act as modes of reflection for understanding the complexities of human nature and motivation;
- To appreciate our individual engagement with creative/fictional writing as a mode of civic engagement, and thus as an engine for social and communal change, and thus as a form of cultural leadership, of seeing culture itself as a form of leadership;
- To improve your ability to understand and analyze a specific area of cultural leadership, and formulate reports that have a well-articulated intent, as well as a logical argument supported by adequate evidence of research and reflection.

Leadership Self-Assessment:

In the first class of term (September 9) the office of the Student Success Centre will give you instructions on how to take the Majors Personality Type Inventory (Majors PTI), described on their website as "a psychological instrument designed to help a person learn about themselves" (see <http://majorspti.com/what-is-the-pti/>). Three weeks later the people from SSC will bring the results of these tests to class to conduct an in-class workshop that will get us to think productively and critically about the Majors PTI and its assessment of leadership potential. The results of your tests, and of this in-class workshop, will form the raw data from which you will be asked to write the Leadership Self-Profile.

Leadership Self-Profile:

This report should address the following points:

1. Briefly recount for your reader the results of your Majors PTI in terms of the style of leadership these results reflect.
2. Critically assess these results in terms of what strengths but also deficiencies the test reveals.
3. Envision what kind of leader you hope to be, specifically by discussing your leadership self-profile in terms of a character (or characters) in one of the works discussed in the course. How does this character reflect your notion of leadership? Is s/he your ideal, the antithesis of your notion of leadership, or somewhere in between?
4. How does this overall assessment of your leadership qualities, potential, or deficits reflect the kind of change you hope to effect in your future development and/or in that of others?
5. Reflect upon the limitations of a test such as the Majors PTI. What does a creative/fictional work tells us about ourselves that a test such as the Majors PTI might not or cannot?

2. LEADERSHIP IN CULTURE INTERVIEW ASSIGNMENT

Objectives and learning outcomes:

- To develop a critical understanding of the practices and processes of cultural leadership, and how they take place in the local community;
- To apply leadership ideas and concepts to real situations and decision-making processes that leaders face in the management and organization of the arts and culture at Western University and in city of London;
- To identify the ways in which intellectual inquiry in the Arts and Humanities is related to student engagement, social change, responsible citizenship, and service to our communities;
- To build the necessary skills to be an engaged leader and citizen within one's community, and to identify ways one can enhance "the public good";
- To improve the ability to understand and analyze a specific area of cultural leadership, and formulate reports that have a well-articulated intent, as well as a logical argument supported by adequate evidence of research and reflection.

Leadership Interview and Profile:

Students are required to conduct an interview with a cultural leader within the greater London area (e.g. library, museum or gallery, arts group, historic site and/or archive, non-profit cultural organization, or relevant media outlet). Only one or two students may interview each cultural leader in the community. Final reports will be no more than 1000 words, and should include background research on the leader's group, organization, and/or institution. Students will submit a paper in the form of a "profile" that will address the following topics:

- Articulate how the cultural leader views the concept. of leadership, especially as it relates to the arts and culture sector;
- Briefly highlight the role of the cultural leader in the leadership of culture within their organization and/or institution, and how that relates to the local, provincial, or national level;
- Succinctly outline some of the major projects, initiatives, and programs they have taken part in, and how they assumed a leadership role in that position;
- Examine how goals and the strategic mission of an organization and/or institution are outlined and how cultural leaders work to promote those goals;
- If they belong to an organization, examine how it plays a leadership role in the development and promotion of the arts and culture;
- Highlight some of the challenges and obstacles that cultural leaders face, and how they work to find solutions to those problems.

Step 1: Booking your Interview

Early in the semester (September), meet with the course research assistant, Josh Lambier, and setup an appointment with a cultural leader at Western or in the London community. We have a prearranged list of cultural leaders to match with each student, though there may be an opportunity to propose your own interviewee. Most interviews, if not all, will take place in October.

Step 2: Preliminary Research, Developing Questions

After you're assigned a cultural leader, it's time to do some research on your person and the institution(s) they are affiliated with in the city. Based on your initial research, you will develop a list of questions (approx. 10 questions) to address the topics above in your paper. Remember that the interviews will last roughly 1.5 hours, depending on how talkative the person is. Please submit your list of questions with your final profile.

Step 3: Conducting your Cultural Leadership Interview

During the interview, explain how many questions you have so they have a good idea of what to expect (you may wish to give them a copy of the questions in advance to develop answers). Take detailed notes on their answers or bring a recording device (many laptops have a built in recording function). If you record your interview, inform them that you are doing so. You may want to ask for information on their institution to assist the writing of your report. Finally, request a business card or contact information to send a thank you note afterward. You may wish to contact them again before submitting your profile.

Step 4: Thanking your Leader

Within a week's time of doing the interview, please send your interviewee a thank you note for their time.

Step 5: Secondary Research

From the material you gather from your interview, conduct follow up research to develop the details of your leader's profile, such as their background, work history, institutional affiliation, and accomplishments. For example, did they mention institutions/ organizations they worked for in the past that shaped their leadership style? Did they mention concepts or ideas of leadership that you can refer to and develop in your report? Did they mention past projects that you could look into? Did they mention future projects that could use some further research to develop? Successful profiles will demonstrate a well-researched outline of their cultural leader.

Step 6: Writing your Profile

With your interview and research complete, write a concise profile of your leader that addresses the relevant topics listed above. Like analyzing a text, film or work of art, the interview will be your primary material for your leadership profile. Excellent profiles will move beyond retelling the leader's biography to take a perspective on their style of leadership. Are there ideas or practices of leadership that inform their life and work? Did leadership play an important role in their education? How did they become a cultural leader? Are there models of leadership or exemplary leaders they follow? Do they have an interesting anecdote or incident that illustrates their leadership style? What are some of the examples of their cultural leadership-past, present, and future? What are some of the challenges they face working in the arts and culture sector? Your profile should situate your cultural leader in the broader framework of the questions we are discussing in the course, while paying close attention to the details of your featured cultural leader.

*See the OWL website for examples of how to write an excellent profile. Below are examples from the Profile Section of the The New Yorker magazine, including features on Scooter Braun (the music manager for Justin Bieber), Nicholas Serota (Director of the Tate, London, UK), Mark Zuckerberg (founder of Facebook), and even one on F. Scott Fitzgerald.

Mark Zuckerberg: http://www.newyorker.com/reporting/2010/09/20/100920fa_fact_vargas
Scooter Braun http://www.newyorker.com/reporting/2012/09/03/120903fa_fact_widdicombe

Nicholas Serota:

http://www.newyorker.com/archive/1962/07/28/1962_07_28_031_TNY_CARDS_000267984

F. Scott Fitzgerald:

http://zwww.newyorker.com/archive/1962/07/28/1962_07_28_031_TNY_CARDS_000267984

3. MINI-TESTS

Twice during the course you'll be asked to write a short in-class test. You'll be given two questions, and you'll be asked to write on one. These are partly to assess that everyone is up to speed with readings, lectures, and class discussion, and partly as preparation for the final exam. You're allowed to make up ONE of these tests if you miss it, but not both. Before the first test you'll be given examples of the kinds of questions you might expect to be asked, and guidelines about how to approach writing your response.

4. FINAL EXAMINATION

The final examination will be 3 hours, written during the final examination period for the Fall 2013 term. You will be given a detailed outline of the exam structure before the end of classes, and part of the final class will be devoted to a review of course material in preparation for the final exam.

Further Guidelines for Assignments

Format: Submit all written material in 12 point font on 8.5" x 11" white paper, double-spaced and 1" margins. Number each page in the top right corner with your name followed by the page number, as in "Smith 9." Do not include a title page. Instead, at the top of your first page you should include a) your name and student number; b) mine or your TA's name; c) course title; d) essay submission date. After this, include the assignment's title, centered.

Writing Skills: I will address expectations for your assignments in the opening lecture of class. This is a non-essay course, but we will grade your assignments for proper grammar and style, point out writing problems if and where we find them, and give you guidance on solving these problems. I encourage you to check out courses offered through the Writing, Rhetoric, and Professional Communication Program. See <http://www.uwo.ca/writing>. You can also seek the services of the Writing Support Centre at the Student Development Centre in the University Community Centre. See <http://www.sdc.uwo.ca/writing>. Learning to write well and express your thoughts clearly and convincingly is key to your career success.

MLA Documentation: Document your use of primary and secondary material in your written assignments according to the Modern Language Association method of parenthetical notation and a works cited page. These guidelines can be found in the MLA Handbook for Writers of Research Papers, 7th ed. (New York: MLA, 2009). This guide can be found On Reserve in the D. B. Weldon Library, call no: L82369.M57 2009. The Department of English also offers an overview of MLA documentation, at: <http://www.uwo.ca/english/undergradguidelines.html>. You'll be partly evaluated for following proper MLA format.

Submitting Assignments: Always keep both hard and backup (memory stick, hard drive, etc.) copies of your submitted assignments. Retain copies of all graded assignments at least until you receive your final grade for the course, if not for the duration of your undergraduate career. Submit assignments during class on the due date or use the drop box outside the Department of English (University College 173). You may also email your assignments, but follow up with a hard copy to me or to your TA, or to the English drop box.

Late Assignments: I grant extensions only in the case of emergencies (family deaths) or illness, which requires medical documentation. Requests for extensions must be made in person or by e-mail AT LEAST ONE WEEK BEFORE THE DUE DATE except in the above cases. All late assignments not granted an extension will be penalized 2% per day, including holidays and weekends, up to a maximum of 10 days, after which the assignment may not be

accepted. Written material submitted late without prior permission, or handed in to the drop box, will be graded and returned, but with no comments.

Readings, Attendance, Taking Notes: I don't take attendance. That said, coming to class having done that week's readings, attending lectures regularly, taking notes, and listening to if not participating in class discussion when it arises are key to your success in the course. I will post my power point presentations to the course website, but these are only guidelines, and you should also take detailed notes during lecture.

Email correspondence: We will respond to your emails as quickly as possible, usually within a 24-hour period during the term, barring unforeseen circumstances. Please avoid emailing about obvious things, like guidelines already outlined in this syllabus. Remember that emails about class matters are professional correspondences.

Classroom etiquette: laptops, wireless messaging devices, talking, etc.: I assume you'll use your laptops during class for taking notes, as opposed to browsing the Web, checking Facebook, or surfing porn. I don't discourage or ban laptops in classrooms, but if extra-curricular laptop use bothers other students or interferes with lectures or discussions, I'll reconsider. Also, please turn off and store wireless devices during class. You can eat or sleep during class as long as you don't disrupt others' work or violate university regulations. Except for the purpose of asking questions or class discussion, talking during class is rude and offensive, *and it vexes me*.

Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Downloadable Student Medical Certificate (SMC):

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to MentalHealth@Western:
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.