

□ The Culture of Leadership I: Heroes, Tyrants, Celebrities



Mondays 6 - 9 PM | Talbot College 141

Course Website: <http://www.uwo.ca/arts/pages/leadership.html>

Twitter: <https://twitter.com/LeadingCulture>

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“One of the main factors in their choice of social sciences over humanities, students report, is the desire ‘to contribute positively to society.’ Undergraduate education in the Arts and Humanities corrects the misconception that the social can be separated from the cultural. First, it offers students knowledge necessary for civic life and professional practice. Why would one choose to enter the world of medicine, we ask, without having encountered the thinkers who have expressed and explored pain, healing, empathy...or hubris? Why would one choose not to consider, before entering the world of business, what people have thought in various times and places about commerce, competition, enterprise...or greed? And how could one plan to practice law or politics without knowing how others have thought about the social good, the rights of individuals, what makes a good society...or a bad one? Obtaining such knowledge isn’t self-indulgence or an educational luxury: it is the very least we can ask of those who would lead us.”

-- “Mapping the Future,” Harvard University, Arts and Humanities

http://artsandhumanities.fas.harvard.edu/files/humanities/files/mapping_the_future_31_may_2013.pdf

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.

Prerequisite(s): This is a non-essay course open to all students beyond Year One.

Required Texts (available at the Bookstore, unless noted otherwise):

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. (screened 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.

Sophocles. *Oedipus Rex*. In *Greek Tragedy*. Ed. Shomit Dutta. Trans. E. F. Watling. London: Penguin, 2004.

Citizen Kane. Dir. Orson Welles. RKO Pictures, 1941. (screened in class)

You will also be required to pay a fee to take the Majors PTI (Personality Types Inventory) assessment -- \$15 -- in order to complete your Leadership Self-Assessment assignment (below). Even if you’ve taken the test before, you’ll need to re-take it for this course. Weekly lectures and Powerpoints will include excerpts from supplementary readings. Some of the full texts of these readings will be provided on the OWL course site. You should also consult a good dictionary and thesaurus (the *Oxford English Dictionary* is available online at Western Libraries) and writing and reference handbook, such as *The Little Brown Compact Handbook* (10th ed.).

Course Outcomes and Learning Objectives

Students who complete the course successfully will be 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 plays in shaping our views of leadership.
- Think and write critically about leadership from a variety of approaches and forms.

- Think expansively and critically about issues discussed in class -- literary, historical, philosophical, economic, political, social – and ask key questions about how these issues impact and influence one another.
- Reflect upon these issues by applying them to your personal and professional situations.
- Organize and present ideas clearly and effectively in written assignments.

CLASS SCHEDULE

September 8	Introduction, including a brief Orientation for Majors PTI test
September 15	<i>Gilgamesh</i>
September 22	Sophocles, <i>Oedipus Rex</i> Mini-test #1, written in class
September 29	Majors PTI workshop (in class)
October 6	Shakespeare, <i>King Lear</i>
October 13	THANKSGIVING No class
October 20	Conrad, <i>Heart of Darkness</i> Leadership Self-Assessment Assignment DUE
October 27	Scott, <i>Gladiator</i> (in-class screening)
November 3	<i>Gladiator</i>
November 10	Rand, <i>Anthem</i> Mini-test #2, written in class
November 17	Welles, <i>Citizen Kane</i> (in-class screening and lecture) Leadership Interview Assignment DUE
November 24	<i>Citizen Kane</i> and Fitzgerald, <i>The Great Gatsby</i>
December 1	Fitzgerald, <i>The Great Gatsby</i> Review for Final Exam

ASSIGNMENTS

Leadership Self-Assessment Profile (1000 words; app. 4-5 pages; due in class October 20)	20%
Leadership in Culture Interview (1250 words; app. 5-6 pages; due in class November 17)	30%
Mini-Tests (two, written in class; 10% each; written in class September 22 & November 10)	20%
Final Examination (3 hours; date, time, and location TBA)	30%

Note: The Department of English and Writing Studies stipulates that students must pass both term work and the final examination in order to pass the course. Students who fail the final examination (regardless of their term mark) automatically fail the course.

1. LEADERSHIP SELF-ASSESSMENT PROFILE

Objectives and learning outcomes:

- To develop a critical understanding of what personality traits do or do not reflect your leadership potential;
- To locate this self-assessment in relation to a person with whose leadership profile you strongly identify (or not)
- To understand the complexities of human nature and motivation that inform leadership;
- To assess what kind of leader you might make, or want to make;
- To appreciate how reflection and writing are forms of civic engagement, and thus engines for social change;
- To improve your ability to understand, organize, analyze, and articulate a broad range of data through a written report with a clear intent and clear structure supported by adequate evidence of research and reflection.

Leadership Self-Assessment and Self-Profile: During the first class the Student Success Centre will instruct you about taking the Majors Personality Type Inventory (Majors PTI -- <http://majorspti.com/what-is-the-pti/>). Three weeks later they will conduct an in-class workshop based on your test results. The test results and workshop will form the raw data to write your self-profile, which should address the following:

- 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 are or hope to be, specifically by discussing your leadership self-profile in terms of a person from real life (either someone you know or admire) with whom you strongly identify. How does s/he reflect your notion of leadership?
- 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) Are there any aspects of your leadership profile that the Majors PTI did not reveal?

2. LEADERSHIP INTERVIEW ASSIGNMENT

Objectives and learning outcomes:

- To develop a critical understanding of leadership practices and processes;
- To understand how leadership ideas and concepts apply to real situations and decision-making processes;
- To build leadership and citizenship in order to enhance the public good;

- To improve understanding and analysis of leadership by using effective communication skills to write articulate and persuasive reports with a logical argument supported by adequate evidence of research and reflection.

Leadership Interview and Profile: Conduct an interview with a person you know whose leadership you admire. Students are required to conduct an interview with a person they know whose leadership they admire. 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:

- Briefly outline Articulate your interviewee's understanding of leadership;
- 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.

Steps to take:

1. Early in the semester send me a brief outline (approximately 100-150 words) of the person you have chosen to interview.
2. Research the person and institution with which they are associated.
3. Based on this research, develop a list of 10 questions that address the above topics. Remember that the interviews will last roughly 1 – 1.5 hours. *You must submit your list of questions with your final profile.*
4. Give your interviewee advance notice of the time, place, and duration of the interview, and of the questions you'll be asking. Perhaps send them an advance copy of your questions. Take detailed notes during the interview. If you use a recording device, be sure to ask their permission. The interview is a good time to solicit further information about their institution.
5. Be sure to request their contact information in case you need to follow up for further information afterward.
6. Within a week's time of doing the interview, *please* send your interviewee a thank you note for their time.
7. Using your interview data, conduct follow-up research on details of your leader's profile that may have emerged during the interview (background, work history, institutional affiliation, accomplishments, future projects, etc.), specifically ones that shaped their leadership style. Successful profiles will demonstrate a well-researched outline of their leader.
8. 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 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 leadership—past, present, and future? What are some of the challenges they face? **Your profile should situate your leader in the broader framework of the questions we are discussing in the course, while paying close attention to the details of your featured 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://www.newyorker.com/archive/1962/07/28/1962_07_28_031_TNY_CARDS_000267984

3. MINI-TESTS

During the term you will write two short in-class tests (45 minutes each) that assess your understanding of class readings, lectures, and discussion. The Sunday before each test I'll post the test questions to the OWL site so you can prepare your answers ahead.

4. FINAL EXAMINATION

The final examination will be 3 hours, written during the FALL 2014 final exam period. I'll provide a detailed outline of the exam structure before the class ends so you can start preparing.

FURTHER GUIDELINES FOR ASSIGNMENTS

FORMAT: Submit all written material in 12 point font on 8.5" x 11" 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. The top left of your first page you should include a) your name and student number; b) your TA's name; c) course title; d) essay submission date. After this, include the assignment's title, centred.

WRITING SKILLS: Your assignments will be graded for grammar and style as well as content. We will give you guidance on solving writing problems where we find them. The Department of English and Writing Studies offers very useful writing courses (<http://www.uwo.ca/writing>, as does the Writing Support Centre at the Student Development Centre (<http://www.sdc.uwo.ca/writing/>). Learning to 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: LB2369.M57 2009. The Department of English also offers an overview of MLA documentation, at: <http://www.uwo.ca/english/undergrad/guidelines.html>. You'll be partly evaluated for following proper MLA format.

SUBMITTING ASSIGNMENTS: Keep hard and backup copies of your assignments until you receive your final course grade. Submit assignments during class on the due date. You may also e-mail your assignments, but follow up with a hard copy to me or to your TA.

LATE ASSIGNMENTS: I grant extensions in the case of emergencies (i.e. family deaths) or illness, which requires medical documentation. Besides these cases, request extensions AT LEAST ONE WEEK BEFORE THE DUE DATE. Late assignments not granted extensions will be penalized 2% per day, including holidays and weekends, up to 10 days, after which the assignment may not be accepted. Assignments submitted late without permission will be graded and returned without comments.

READINGS, ATTENDANCE, TAKING NOTES:

I don't take attendance. That said, doing that week's readings, attending lectures, and listening to/participating in discussion are key to your success in the course. I will post my powerpoints to the OWL website, but you should also take detailed lecture notes.

INFORMATION FOR STUDENTS

For English Department regulations governing Term Work, Exams, Faculty Office Hours, Academic Relief (appeals, petitions, complaints), and other matters, consult "Information for Students" at: <http://www.uwo.ca/english/undergrad/info-for-students.html>

Academic Offenses: STUDENTS ARE RESPONSIBLE FOR UNDERSTANDING THE DEFINITION OF PLAGIARISM, CHEATING, AND OTHER FORMS OF ACADEMIC FRAUD, AND THE PROCEDURES AND PENALTIES FOR DEALING WITH IT. The UWO Academic Handbook states: "Scholastic offenses are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offense, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf." You should also consult the Department of English guidelines: <http://www.uwo.ca/english/site/undrgrd/info.html>. If there is any part of these guidelines about which you are unclear, please consult your instructor or tutorial leader for more information.

Plagiarism and Plagiarism Checking: Students must write their essays in their own words. Whenever students take an idea, or a 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. The UWO Academic Handbook states: "All required papers may be subject to submission for textual similarity review to 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. The use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>)."

Academic Accommodation: Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth (either alone or in combination) 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 Student Medical Certificate (SMC) can be found at <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>. The full policy is set out here: http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

E-mail correspondence: We will respond to your e-mails as quickly as possible, usually within a 24-hour period during the term. Avoid e-mailing about obvious things, like guidelines already outlined in this syllabus. Remember that e-mails 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*.