

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



Mondays 6 - 9 PM | Talbot College 141

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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 14	Introduction, including a brief Orientation for Majors PTI test Reading: https://sites.fas.harvard.edu/~soc186/AssignedReadings/Reave-ValuesPay.pdf
September 21	<i>Gilgamesh</i>
September 28	Sophocles, <i>Oedipus Rex</i> Description of Leader to be Interviewed DUE
October 5	Shakespeare, <i>King Lear</i>
October 12	THANKSGIVING No class
October 19	Conrad, <i>Heart of Darkness</i> Leadership Interview Assignment DUE
October 26	Majors PTI workshop (in class)
November 2	Scott, <i>Gladiator</i> (in-class screening)
November 9	<i>Gladiator</i>
November 16	Rand, <i>Anthem</i>
November 23	Welles, <i>Citizen Kane</i> (in-class screening and lecture) Leadership Self-Assessment Assignment DUE
November 30	<i>Citizen Kane</i> and Fitzgerald, <i>The Great Gatsby</i>
December 7	Fitzgerald, <i>The Great Gatsby</i> Review for Final Exam

ASSIGNMENTS

Leadership in Culture Interview (1250 words; app. 5-6 pages; due in class October 19)	20%
Leadership Self-Assessment Profile (1000 words; app. 4-5 pages; due in class November 23)	20%
Quizzes (Written in class)	20%
Class Participation (engaging in class discussion, both quantity and quality)	10%
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 analyze the characteristics of successful and unsuccessful leaders;
- To examine leadership ethics;
- 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/>). Later the instructors will conduct an in-class workshop. The test results and workshop will form the raw data to help you 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. Are there any aspects of your leadership profile that the Majors PTI did not reveal?
- 2) Critically assess your Majors PTI results in terms of the strengths and 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 he or she reflect your notion of leadership? Are any of the cultural leaders examined in this course relevant to your own challenges or strengths?
- 4) Explain your goals for leadership. 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?

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. The final report will be no more than 1000 words, and it should include background research on the leader's group, organization, and/or institution. Submit a paper in the form of a "profile" that will address the following topics:

- Briefly outline your interviewee's understanding of leadership;
- Briefly highlight the role of the leader within the person's organization and/or institution and, where relevant, how that organization or institution influences decision-making at the local, provincial, or national level;
- Succinctly outline some of the major projects, initiatives, and programs the leader has taken part in, and how the person assumed a leadership role in that position;
- Examine how the leader outlines the goals and the strategic mission of the organization and/or institution and how he or she works to promote those goals;
- Highlight some of the challenges and obstacles that the leader has faced in the past or faces now, and how the person has worked (or is working) to find solutions to those problems.

Steps to take:

1. By September 28, develop a brief description (approximately 100-150 words) of the person you have chosen to interview. Bring to class.
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. Consider sending the person an advance copy of your questions. Take detailed notes during the interview. If you use a recording device, be sure to ask permission first.
5. Remember to request the person's contact information in case you need to follow up for further information afterward.
6. Within a week's time of doing the interview (preferably 24-48 hours afterward), *please* send your interviewee a thank-you note for the interview.
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. 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 the individual's style of leadership. Are there ideas or practices of leadership that inform the person's life and work? Did leadership play an important role in the person's education? How did he or she become a leader? Are there models of leadership or exemplary leaders the person follows? Is there a story or interesting anecdote or incident that illustrates the person's leadership style? What are some of the examples of the person's style of 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.**

Here are a few examples of leader profiles:

Erin Wallace: <http://tapmag.com/2011/01/16/leadership-by-example-a-profile-of-disney%E2%80%99s-erin-wallace/>

Northrop Grumman: (Note: interview part of assignment not included in this sample.)

<http://www.123helpme.com/transformational-leader-profile-view.asp?id=159708>

Tim Cook, CEO of Apple: <http://fortune.com/2015/03/26/tim-cook/>

Female leaders: (Note: these profiles are much more brief than your assignment.)

<http://womensenews.org/story/21-leaders-the-21st-century/131216/21-women-leaders-2014-seven-who-speak-across-our>

Anderson Cooper: (Note: this profile is partially delivered in outline form, which would not fit your assignment.)

<http://usliberals.about.com/od/peopleinthenews/p/AndersonCooper.htm>

Dan Mannix: (Note: this profile focuses upon just one aspect of this person's leadership. This would not be enough for your assignment.)

<http://profilemagazine.com/2015/leaddog-marketing/>

Scooter Braun: http://www.newyorker.com/reporting/2012/09/03/120903fa_fact_widdicombe

3. QUIZZES

During the term you will write several quizzes. Most will be easy quizzes that just test whether or not you did the reading for that class. Other comprehension quizzes will assess your understanding of class readings, lectures, and discussion. The week before each comprehension test I'll post the test questions to the OWL site so you can prepare your answers ahead.

4. CLASS PARTICIPATION

Please prepare to engage in our class discussions. Both quantity and quality of contributions will count.

5. FINAL EXAMINATION

The final examination will be 3 hours, written during the FALL 2015 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 with 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. In 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 paper and electronic copies of your assignments until you receive your final course grade. Submit assignments during class on the due date.

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.

CLASSROOM ETIQUETTE AND TAKING NOTES:

I will post my Powerpoint slides to the OWL website, but you should also take detailed lecture notes. Laptops are permitted in class for note-taking only, not for exploring the internet, texting, etc. Also, please turn off and store wireless devices during class. You can eat 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 considered rude and offensive.

INFORMATION FOR STUDENTS

For English Department regulations governing Term Work, Exams, Faculty Office Hours, Academic Relief (appeals, petitions, complaints), and other matters, consult "Student Information" at: <http://uwo.ca/english/undergraduate/Student%20Information.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/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

You should also consult the Department of English guidelines: <http://www.uwo.ca/english/undergraduate/Student%20Information.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>). Papers submitted for this course will be submitted to this service.

Academic Accommodation: Students seeking academic accommodation on medical grounds for 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 full policy is set out here:
http://www.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

E-mail correspondence: We will respond to your e-mails as quickly as possible, usually within a 24-48 hour period during weekdays of 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.