

Department of English & Writing Studies

ENGLISH 2018A (001) | FALL 2018

The Culture of Leadership I



Mondays, 6:30 – 9:30 PM | Physics & Astronomy Building 106

LECTURER: JOSH LAMBIER | UC 1430 | jlambie2@uwo.ca | Phone: (519) 661-2111 ext. 80482 |

Hours: 12PM – 2 PM Mondays, or by appt.

TEACHING ASSISTANT: ADAM DEBOSSCHER | UC 3401 | adeboss@uwo.ca | **Hours:** 4PM – 6PM Mondays

“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.”

— *The Teaching of the Arts & Humanities at Harvard College: Mapping the Future (31 May 2013)*

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

Course Description: This course addresses the complex nature of leadership represented in key works of literature and culture. We will focus on the ethical dilemmas and moral choices faced by leaders to ask what role a leader plays: hero, manager, thinker, strategist, artist, figurehead, authority? Over the course of the term, we will have a chance to discuss some fascinating texts about leaders, leadership, and power structures. Beyond the classroom, we will also try to balance these discussions with forms of experiential learning and apply the insights from our course texts to practical contexts during a leadership interview.

The texts on our syllabus describe a range of leaders and leadership problems in different national, temporal, and cultural contexts. We will begin our study by examining works describing classic leaders—kings and princes—such as Sophocles’ *Oedipus Rex* and Machiavelli’s *The Prince*. William Shakespeare’s play *Coriolanus*, featuring a warrior who rises to power, will enable us to reflect on the relationship between leadership, masculinity, and war. We will also have the opportunity to go on a field trip to see Robert Lepage’s critically acclaimed production of *Coriolanus* at Stratford in October.

While the first texts on our syllabus examine men in leadership positions, George Bernard Shaw's *St. Joan* and Margaret Atwood's *The Handmaid's Tale* will complicate some of our previous readings by considering how female leaders are represented and how women experience power structures. The last texts of our course will focus more intently on leaders in a US national context. *Narrative of the Life of Frederick Douglass* and *Benito Cereno* will allow us to consider how racial identity and racial conflict influence the depictions of moral leadership, armed resistance, social justice and criminality. Finally, Lin-Manuel Miranda's musical *Hamilton* and Errol Morris' *The Fog of War* focus on ethically compromised leaders who successfully rise to the top, influence others, and win wars, but at terrible costs.

Learning Objectives:

By the end of the course, successful students will be able to:

- Analyze how leadership has been described in different cultures, intellectual traditions, and historical periods;
- Explain how discourses about leadership reflect and shape larger discussions about social order, ideological conflict, and change;
- Think critically about leadership in a variety of class discussions, written assignments;
- Reflect critically upon concepts and issues discussed in class, and apply them to concrete personal and professional situations;
- Engage with leaders and analyze the problems faced by those in positions of leadership in our community; find a local leader, design appropriate interview questions, conduct a professional interview, and complete a research project examining this figure's accomplishments;
- Organize and present ideas clearly and effectively in written assignments.

COURSE MATERIALS (Available at the UWO Bookstore)

Atwood, Margaret. *The Handmaid's Tale*. Toronto: McClelland and Stewart (Emblem edition), 2017.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave*. In *Narrative of the Life of Frederick Douglass and Incidents in the Life of a Slave Girl*. New York: Penguin Random, 2004.

Fog of War. Dir. Errol Morris. Sony Pictures Classics, 2003. ****We will watch this film in class.**

Gladiator. Dir. Ridley Scott. Dreamworks, 2000. **** You will be asked to view this film outside of class.**

Melville, Herman. *Bartleby and Benito Cereno*. New York: Dover Thrift, 1990.

Miranda, Lin-Manuel. *Hamilton: The Revolution*. New York: Hachette Book Group, 2016.

Shakespeare, William. *Coriolanus*. Ed. Barbara A. Mowat and Paul Werstine. New York: Simon & Schuster, 2009.

Shaw, George Bernard. *St. Joan*. London: Penguin, 2003.

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

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, which is described below. Even if you've taken the test before, you'll need to re-take it for this course. We will also be going on a mandatory field trip to see Robert Lepage's production of *Coriolanus* (see details later in the syllabus, under "Field Trip"). Additional readings and materials will be provided on the OWL course site.

ASSIGNMENTS AND GRADES

Leadership Reflection (500 words; 2-3 pages); due <i>at a time of your choice</i>	10%
Leadership Self-Assessment Profile (1250 words; 4-5 pages); due October 15	25%
Coriolanus Performance Review (1000 words; 3-4 pages); due October 29	15%
Leadership in Culture Interview (1250 words, 4-5 pages); due November 19	25%
Final exam (cumulative, 3 hours; date, time & location TBA)	25%

A student must receive a passing mark for both term work and the final examination in order to receive a passing mark for the course. This applies to all courses in all programs offered by the department. Students whose term and final exam marks average 50% or above, even though one of the two is a failure, shall receive a default mark 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 <https://www.uwo.ca/english/undergraduate/Student%20Information.html>.

CONTACT INFORMATION

I try to respond to emails within 48 hours. I'm happy to discuss your ideas anytime during office hours. If you can't attend my regular office hours, please contact me and we can set up an appointment.

TIMETABLE

You are expected to have completed the assigned reading prior to the first class in which a work is being discussed. Please bring hard copies of assigned readings to class.

N.B.: we may discover that we want to spend more time on certain readings and less time on others. I'll consider changing the schedule if such a change would benefit most students' learning in this course. If readings are modified, they will not vary significantly in page length.

September 10:	Introductions Brief orientation for the Majors PTI test
LEADERSHIP AND HISTORY	
September 17:	Sophocles, <i>Oedipus Rex</i>
September 24:	<i>Gladiator</i>
October 1:	Majors PTI workshop (in class)
October 8-10:	THANKSGIVING AND READING WEEK—NO CLASS
LEADERSHIP AND WAR	
October 15:	<i>Coriolanus</i> Leadership Self-Assessment Due
October 18	Mandatory field trip to see <i>Coriolanus</i> in Stratford. Show starts at 8; meet bus at University College at 6 pm
WOMEN AND POWER	
October 22	(<i>Coriolanus</i> debrief) Shaw, <i>St. Joan</i>
October 22	Stratford actor Tom Rooney visits Western for a post-performance talk about <i>Coriolanus</i> , 11:30 – 12:30. Location to be announced.
Mon, Oct 29:	Review Assignment due for <i>Coriolanus</i> Atwood, <i>The Handmaid's Tale</i>
REBELS AND VISIONARIES	
Mon, Nov. 5:	Douglass, <i>Narrative of the Life of Frederick Douglass</i> James C. Scott, <i>Domination and the Arts of Resistance</i> (available on OWL)
Mon, Nov. 12:	Melville, <i>Benito Cereno</i>
ETHICS, COMPROMISES, CRIMES	
Mon, Nov. 19:	Miranda, <i>Hamilton</i> Leadership interview assignment due

Mon, Nov. 26:	Miranda, <i>Hamilton</i> <i>The Fog of War</i> screening (2 hours)
Mon, Dec. 3:	<i>The Fog of War</i> discussion Review
TBA	Exam scheduled during December exam period

OVERVIEW OF COURSE REQUIREMENTS AND ASSIGNMENTS

Participation and Classroom Discussion:

This class depends upon regular and active participation from all students: this involves reading the course texts carefully before class, **bringing texts to class**, listening actively, and responding thoughtfully to other students. You must bring your assigned text to class (please print out documents distributed via OWL). Good decorum and civil behavior is expected from all students at all times. In this class we will often be discussing difficult or sensitive topics. Please be collegial and understanding towards your peers.

1. FIELD TRIP & PERFORMANCE REVIEW

We will be going as a class to see Robert Lepage's production of *Coriolanus* at the Stratford Festival on **Thursday, Oct. 18, 2018 at 8 pm at the Avon Theatre**. This is a mandatory class trip and there will be an assignment based on the play. A shuttle bus has been arranged for those who require transportation; if you want to book the shuttle bus, you can do so when you buy your ticket. If you absolutely can't attend with the class, please contact me ASAP to make an alternative arrangement.

Our reserved seats are available for booking until Sept. 29, 2018. **Each student must book their own ticket. PLEASE BOOK AS SOON AS POSSIBLE but note that theatre tickets are non-refundable.** We may have some ability to book extra tickets if you want to bring a friend; please check with me before booking to see if we have the capacity. After Sept. 29, the empty seats from our reserved block go on general release. You may be able to book a seat using our promo code after that point, but there is no guarantee.

To order tickets:

- 1) Call Stratford's Groups department at 1-800-567-1600 using promo code **82043**.
- 2) Tickets are available in A Zone for \$20 or in Spotlight Zone for \$28 plus tax. Aisle zone seats are \$5 extra.
- 3) When you call, Stratford will ask if you want to buy a shuttle bus ticket as well. Direct return bus service from Western University to the Avon Theatre can be purchased with your ticket for \$15 (including tax). (Take the bus! It's the green option).
- 4) You can choose to have your tickets delivered by email.

Performance Review (1000 words) on *Coriolanus*: Write a performance review of Robert Lepage's production of *Coriolanus* using the following prompt:

Lepage rearranges the dialogue in the opening scene of *Coriolanus* as staged at the Stratford Festival, and introduces to this scene modern settings and technologies. How does his treatment of the opening scene shape your interpretation of public leadership? Your review will be assessed primarily on writing skills and presentation, an ability to describe and analyze the stage production, comparing it, if you like, against the script read for class, and the persuasiveness of the argument you make about the scene's treatment of public leadership.

If any student is unable to attend the performance at the Stratford Festival, you should contact me to receive a different writing prompt for an alternative assignment.

2. 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 blindspots 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 10), 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.” 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 tell us about ourselves that a test such as the Majors PTI might not or cannot?

3. 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. Final reports will be no more than 1250 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 leader within their organization and/or institution and, where relevant, how that organization or institution relates decision-making at 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 leaders work to promote those goals;
- Highlight some of the challenges and obstacles that 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.

4. REFLECTION PAPERS

At a point in the course of your choosing, you will be required to write **one** short reflection (500 words) in response to the readings and classroom discussions. Your paper should go beyond reiterating the content of the lectures or discussions to take a critical position on what you have read in preparation for class and discussion. This is a chance for you to evaluate the course material by developing your own perspective. In completing this assignment, you could: expand upon an interesting discussion from class; focus on an issue or topic raised in the readings or lectures; offer a reading of an artistic work *related* to the course content (i.e. poetry, visual art, music, drama, architecture, etc.); or develop an alternative perspective on the course material.

5. FINAL EXAMINATION

The final examination will be 3 hours, written during the FALL 2018 final exam period. I'll provide a detailed outline of the exam structure before the class ends so you can start preparing.

MORE GUIDELINES ABOUT ASSIGNMENTS

MLA format:

Papers in English should be written in MLA format; this method of documentation is described in the *MLA Handbook for Writers of Research Papers*, 8th ed. (New York: MLA, 2016). This guide can be found at the Weldon Library. The OWL at Purdue website also has an abbreviated guide to MLA guidelines at <http://owl.english.purdue.edu/owl/resource/747/01/>.

Late policy:

The penalty for late papers will be 2% per day. Extensions may be granted in the case of a documented personal or medical emergency; I do not give extensions for computer/email or printer problems. I reserve the right not to accept assignments that are more than 13 days late. Late assignments will be graded but without comments.

If you are submitting a paper late, you must upload it to OWL (which functions as the official timestamp) and put an identical copy in the essay drop box slot, which is located in the mailbox on the wall with faculty mailboxes (across from UC 2431). Both copies must arrive on the same day. Late penalties will be applied for each day of the week, including weekends and holidays.

MORE COURSE POLICIES

Electronics in the classroom:

Please be respectful by turning off your cellphone (unless you're responsible for a dependent or you're dealing with a family emergency; if this is so, alert me before class begins). The use of laptops and other electronics in class is prohibited. Any use of electronics for non-course-related purposes will result in one warning and, should a second incidence arise, removal from the course.

Intellectual property:

The sale or distribution of class notes, handouts, slides, rubrics, and other material to individuals or groups who are not registered in the class (including commercial websites) is prohibited.

Accommodations:

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

For further types of academic accommodation including accommodation for students with disabilities, students in reserve forces, students observing religious holidays, please see http://www.sdc.uwo.ca/ssd/academic_accommodation/index.html. If you have a documented disability that requires academic accommodations, please see the SSD to arrange for a formal request for accommodation and inform me as soon as possible. We can then discuss the best solution.

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>.

All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

If you need help:

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.

Other services:

Wellness Centre: www.wec.uwo.ca

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/>

Office of the Ombudsperson: www.westernu.ca/ombuds