



GLE 3003F 550 HUC
Special Topics in Leadership: Historical Leaders
Fall 2022

Course Information:

Class Location: W112

Scheduled Class Times:

Monday 3:30-5:30

Wednesday 2:30-3:30

Classroom W112

Instructor: Dr. David Blocker

Email: dblocker@uwo.ca

Office: W13

Office Hours:

Monday 2:30-3:30

Wednesday 1:30-2:30

Pre-or Corequisite(s): Governance, Leadership and Ethics 2003F/G

Course Description:

This course provides an in-depth exploration of principled leadership as an ethical foundation for governance from a historical perspective. Through a series of case studies profiling historical leaders in politics, government, business, non-governmental organizations, and social movements, we will consider questions of ethical leadership and governance, innovative forms of leadership, the tension between principles and power, and the role of leaders, followers and constituents within a variety of organizations.

Course Learning Outcomes:

This course aims to help students to analyze the criteria for successful leadership and evaluate the basis for ethical leadership in history. By the end of this course, students should be able to distinguish between different approaches to leadership in history and assess the role of historical context on leadership styles and outcomes. In addition, this course will foster students' ability to read and think critically, to organize and communicate ideas in both written and oral forms, and to conduct historical research.

Description of Course Methods:

This course is a seminar, which emphasizes informed participation and discussion. The weekly lectures (Monday 3:30-5:30) are generally intended to supplement the weekly readings and discussions by provided necessary background and historical context.

Weekly group discussions in seminar (Wednesday 2:30-3:30) form the basis of this course. Regular attendance is required and participation in the seminar is essential. Students are expected to have completed and considered the assigned readings prior to seminar and to attend class every week prepared to discuss the readings.

Textbooks and Other Required Resources:

All required readings are available on the course site on OWL or online through the links provided in the syllabus.

Methods of Evaluation:

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|------------------------------|-----|--------------------------------------|--|
| Response Papers | 10% | | |
| • Response Paper #1 | 5% | 21 September 2022 | |
| • Response Paper #2 | 5% | 5 October 2022 | |
| Participation | 30% | | |
| • Contributions to seminar | 20% | every week | |
| • In-class discussion leader | 10% | in consultation with instructor | |
| Historiography Paper | 40% | | |
| • Research Presentation | 5% | in-class, 17 October-7 November 2022 | |
| • Paper Proposal | 5% | one week after proposal presentation | |
| • Annotated Bibliography | 5% | 21 November 2022 | |
| • Final Paper | 25% | 7 December 2022 | |
| Final Examination | 20% | TBD | |

A *late penalty* of 5% per day (including weekends) will be assessed on all written work submitted after the due date.

Course Requirements:

Participation:

Students are expected to *attend class every week prepared to discuss the readings*. Attendance in class alone is insufficient to earn a passing participation grade. Effective participation demonstrates that students have completed and considered the weekly readings and are prepared to engage critically with the concepts and arguments. Effective participation also constitutes listening and responding to other students’ contributions and ideas and respecting the views of others even when disagreeing with their opinion.

Sample discussion questions will be posted to the course website on OWL before each class to assist students in reflecting on the readings and preparing for discussion. Students will be evaluated on a 10-point scale following each seminar. Non-attendance will result in a “0” for that

class and attendance without participation will result in a “2” for that class. Participation grades will be assessed based on the quality of the students’ contribution to discussion.

In instances when absence from seminar is unavoidable the student is expected to inform the instructor in advance and to arrange with the instructor for additional written work to make up for the missed discussion.

In addition, students are required to *lead the group discussion* in one seminar per term. Students should choose their top three topics from weeks four to eleven (5 October–30 November 2022) and email the instructor with their topic preferences by 14 September 2022. The instructor will then assign discussion leaders for each week. The student facilitator(s) at each session will be expected to circulate *five discussion questions*, in consultation with the instructor, prior to the seminar. Further instructions about how to lead a class discussion and the expectations for discussion leaders will be posted on the course website on OWL.

Response Papers:

Students are responsible for submitting *two brief commentary/critical engagement/reaction papers to the readings* (600-800 words). The response papers should not be a summary of the readings but a response to the issues and questions they raise. Considering connections across readings and to other courses is strongly encouraged. No further research is required. Further instructions about writing response papers will be posted on the course website on OWL.

Historiography Paper:

Each student will write a *historiographical essay* (3500-4500 words) on a historical leader of their choice, due **7 December 2022**. Unlike a research paper, a historiography paper is not the study of a historical subject but instead is an analysis of how historians have interpreted a historical subject. A historiography essay identifies the major thinkers and themes on a historical subject and connections between them, considers scholarly debates and assesses changes in scholars’ approach to historical leaders.

Each student will present to the class on the historical leader chosen for study, summarizing their significance and identifying major historiographical themes. The *research presentation* (5-7 minutes) must be completed during weeks six to eight (**17 October-7 November 2022**).

Each student must submit a formal and brief *paper proposal* (600-800 words) identifying the historical leader chosen for study and a list of at least five sources for initial research, including at least one book-length biography, due **one week after the in-class research presentation**.

Each student must submit an *annotated bibliography* summarizing research findings and scholarly approaches to their historical leader, due **21 November 2022**. Students who do not complete these assignments will not be permitted to submit an essay and will receive a grade of “0” on the assignment.

Further instructions about writing paper proposals, annotated bibliographies and historiography papers will be posted on the course website on OWL.

Final Examination:

There will be a cumulative open book exam to be scheduled during the December examination period covering all readings and seminars for the entire course.

Class Schedule:

Week 1: 12-14 September 2022 – Course Introduction

12 September 2022 – Lecture: Introduction

14 September 2022 – Seminar: Introduction

John Stoessinger, *Why Nations Go to War*, 5th edition (New York: St. Martin's Press, 1990), 1-3, 15-24.

Week 2: 19-21 September 2022 – Historians and Leadership

19 September 2022 – Lecture: Historians, Leadership and 'Great Man' History

21 September 2022 – Seminar: Historians and Leadership
Response Paper #1 DUE

Martin R. Gutmann, "Consulting the Past: Integrating Historians into History-Based Leadership Studies," *Journal of Leadership Studies* 12:2 (September 2018): 35-39.

Stephen Azzi and Norman Hillmer, "Ranking Canada's best and worst prime ministers," *Macleans*, October 7, 2016.

<http://www.macleans.ca/politics/ottawa/ranking-canadas-best-and-worst-prime-ministers/>

Week 3: 26-28 September 2022 – Theories of Political Leadership in History

26 September 2022 – Lecture: Theories of Political Leadership in History

28 September 2022 – Seminar: Theories of Political Leadership in History

James MacGregor Burns, "Prologue: The Crisis of Leadership," and "Political Leadership as Practical Influence," in *Leadership* (New York: Harper and Row, 1978), selections.

Archie Brown, "Introduction," and "What Kind of Leadership is Desirable?" in *The Myth of the Strong Leader: Political Leadership in the Modern Age* (London: Basic Books, 2014), selections.

Week 4: 3-5 October 2022 – Abraham Lincoln

3 October 2022 – Lecture: Slavery and Civil War in America

**5 October 2022 – Seminar: Abraham Lincoln
Response Paper #2 DUE**

Doris Kearns Goodwin, *Leadership in Turbulent Times* (New York: Simon and Schuster, 2018), selections.

Week 5: 12 October 2022 – Memoir, Biography and Leadership

10 October 2022 – Thanksgiving: No Class

12 October 2022 – Seminar: Memoir, Biography and Leadership

Roderick J. Barman, “Biography as History,” *Journal of the Canadian Historical Association* 21:2 (2010), 61-75.

Rebecca Mead, “How Nasty was Nero, Really?” *New Yorker* (14 June 2021)

Jill Lepore, “Bound to Win: Memoirs of the Presidential candidates,” *New Yorker* (20 May 2019)

Week 6: 17-19 October 2022 – Nelson Mandela

**17 October 2022 – Lecture: Apartheid in South Africa
In-Class Presentations**

19 October 2022 – Seminar: Nelson Mandela

Betty Glad and Robert Blanton, “F.W. de Klerk and Nelson Mandela: A Study in Cooperative Transformational Leadership,” *Presidential Studies Quarterly* 27:3 (Summer 1997): 565-90.

Raymond Suttner, “(Mis)Understanding Nelson Mandela,” *African Historical Review* 39:2 (2007): 107-30.

Francis Lukhele, “Post-Prison Nelson Mandela: A ‘Made-in-America Hero’,” *Canadian Journal of African Studies* 46:2 (2012): 289-301.

Week 7: 24-26 October 2022 – Martin Luther King Jr. and Malcolm X

**24 October 2022 – Lecture: Black Resistance and the Struggle for Civil Rights in America
In-Class Presentations**

26 October 2022 – Seminar: Martin Luther King Jr. and Malcolm X

James H. Cone, *Martin and Malcolm and America: A Dream or a Nightmare* (Maryknoll, NY: Orbis Books, 1991), selections.

Fall Reading Week: 31 October-6 November 2022

No Class

Week 8: 7-9 November 2022 – Lyndon B. Johnson

**7 November 2022 – Lecture: American Politics in the Postwar Era
In-Class Presentations**

9 November 2022 – Seminar: American Presidents, Civil Rights and the Cold War

Derek Catsam, “The Civil Rights Movement and the Presidency in the Hot Years of the Cold War: A Historical and Historiographical Assessment,” *History Compass* 6:1 (2008): 314-344.

Kent B. Germany, “Historians and the Many Lyndon Johnsons: A Review Essay,” *Journal of Southern History* 75:4 (2009): 1001-1028.

Week 9: 14-16 November 2022 – Leadership in Law

14 November 2022 – Lecture: Pipelines and Politics in Northern Canada

16 November 2022 – Seminar: Thomas Berger and the Mackenzie Valley Pipeline Inquiry

Carolyn Swayze, *Hard Choices: A Life of Tom Berger* (Vancouver and Toronto: Douglas and McIntyre, 1987): 136-161.

Stephen Goudge, “The Berger Inquiry in Retrospect: Its Legacy,” *Canadian Journal of Women and the Law* 28:2 (August 2016): 393-407.

Frances Abele, “The Immediate and Lasting Impact of the Inquiry into the Mackenzie Valley Pipeline,” in Greg Inwood and Carolyn Johns, eds. *Commissions of Inquiry and Policy Change: A Comparative Analysis* (Toronto: University of Toronto Press, 2014), 103-27.

Stephen Bocking, “Thomas Berger’s Unfinished Revolution” *Alternatives Journal* (April 2007) <https://www.alternativesjournal.ca/energy-and-resources/thomas-bergers-unfinished-revolution>

Week 10: 21-23 November 2022 – Leadership in Crisis I

**21 November 2022 – Lecture: The ‘Oka Crisis’
Annotated Bibliography DUE**

23 November 2022 – Seminar: John Ciaccia and the Oka Crisis

Harry Swain, *A Political Crisis and Its Legacy* (Vancouver: Douglas & McIntyre, 2010), selections.

John Ciaccia, *Oka Crisis: A Mirror of the Soul* (Dorval: Maren Publications, 2000), selections.

Week 11: 28-30 November 2022 – Leadership in Crisis II

28 November 2022 – Lecture: A Brief History of NGOs and Peacekeeping

30 November 2022 – Seminar: Roméo Dallaire and Renee Bach

Michael Geheran and David Frey, “Leadership in War and Genocide: Roméo Dallaire in Rwanda,” in Martin Gutmann, ed., *Historians on Leadership and Strategy: Case Studies from Antiquity to Modernity* (Springer, 2019), 15-39.

Ariel Levy, “A Missionary on Trial,” *New Yorker* (13 April 2020)

<https://www.newyorker.com/magazine/2020/04/13/a-missionary-on-trial>

No White Saviors, “Protecting Whiteness by any Means: An Open Letter to Ariel Levy and the New Yorker,” (8 April 2020)

<https://medium.com/@nowhitesaviors/protecting-whiteness-by-any-means-an-open-letter-to-ariel-levy-and-the-new-yorker-6b3624e7be27>

Week 12: 5-7 December 2022 – Historical Writing

5 December 2022 – Lecture: Tips for Historical Writing

Drop-in Session: optional introductory paragraph review

7 December 2022 – Seminar: Conclusion

Historiography Paper DUE



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on 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 the following website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

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>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#)

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

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

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at:

<https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website,

<https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here:

<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)