DARTMOUTH COLLEGE

Nelson A. Rockefeller Center for Public Policy and the Social Sciences

PBPL 47

FOUNDATIONS OF LEADERSHIP - AND FOLLOWERSHIP

Fall 2010 Term

Faculty: Professor Barbara Kellerman

Office Location: Rockefeller 205 (to be confirmed)
Phone: 646-3762 (to be confirmed)
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Office Hours: Wednesdays – from 11 to 12 and 2 to 4. Also by appointment.

Course Assistant: Rockefeller Post-Doctoral Fellow (name TBA)
Office Location: TBA
Phone: TBA
E-mail: TBA

Schedule of Classes: Tuesdays and Thursdays, 10 AM to 11:50 AM
Classroom: Rockefeller 3 (to be confirmed)
Class Dates: First class, Thursday, September 23. Last class, Tuesday, November, 30

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Course Description:

This course is designed to give all students with an interest in leadership and followership a fundamental familiarity with the leadership canon - with texts that are timeless.

On the one hand this canon is not large. But on the other hand some of history's greatest minds, theorists and practitioners alike, have chosen to write about power, authority, and influence. This fascination, with dominance and deference, has been in evidence since the beginning of recorded history - and the world over.

“Foundations of Leadership – and Followership” travels time: from Lao-tse to Lenin, from Freud to Friedan, and from Rachel Carson to Larry Kramer. Because the course presumes the liberal arts are fundamental to leadership learning, it incorporates different disciplinary perspectives. These include history, psychology, philosophy, government – and, yes, literature. The course further presumes that while the materials are primarily western in origin, the perspectives they take, the views they express, and the subjects they cover are of consequence wherever in the world there is leadership on the one hand, and followership on the other.

The course requires reading, writing, and rhetoric, all intended to inspire critical thinking. To cover the requisite ground we will spend short periods of time with a wide range of different writers and, in some cases, orators. Approximately the first half of the course extends to the end of the 19th century; the second half is focused on the last one hundred years.

Our collective concern is primarily but not exclusively leadership in the public realm. Our reach in any case is long and our scope is wide. At every turn we will be posing, either explicitly or implicitly, four key questions. 1) What is it about this particular text that makes it "required reading"? 2) What is the world view of this particular writer? 3) What distinguishes writing about leadership from writing as leadership? 4) Does the written word connect to the real world – and if yes, when and how?

Finally, a personal note: I developed this course, or one similar to it, at the Harvard Kennedy School. My intention was for students at different levels and in different domains to obtain a leadership education that is rich in theory and that pertains, simultaneously, to practice. Think of this course, then, quite literally, as the foundation on which your subsequent leadership learning will be built. The course is intellectual inquiry – which should be at the root of how you lead, and follow, life long.

Course Format

I like a lively classroom. So, though this is an introductory course of relatively large size, I anticipate more than merely the instructor lecturing students. I intend to make my teaching engaging as well as enlightening – and I equally anticipate that your learning will be active rather than passive. No rote memorization is required – but critical thinking is. Therefore the readings – all, by definition, great leadership literature - will serve not only as the basis of, but also as the springboard for, your questions and answers, debates and discussions, analyses and commentaries.

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In the main we’ll work together in one large group. But on several occasions we’ll form small groups, using the closer quarters to facilitate exchange, tangle with the thorniest of problems, and explore in some depth the nature of the human condition.

Course Policies and Procedures

- The use of personal computers during class is prohibited. Exceptions to this general rule will be granted to students with special needs and/or under other, unusual, circumstances that make the use of a computer in class a virtual imperative.
- In the event that you must arrive in class after 10, or leave before 11:50, please notify the course assistant.
- In the event that you must be absent more than once during the term, please notify the course assistant.
- Please bring the readings for each session to the class itself - they constitute the core of our collective conversation.
- There will be no “cold calling.” Rather your participation in class discussions is simply expected – which is why you’ll learn from each other as well as from me.
- In addition to the readings, as you’ll see in the syllabus, two films will be shown during the term, in the evening. Days and times to be confirmed. If you cannot attend with the class, you are responsible for watching the films on your own, albeit in a timely manner.
- Know that both my course assistant and I can readily be reached by e-mail. We will respond to your questions/concerns in a timely manner.
- Announcements, etc., will be made in class. In addition, information will be conveyed through the course web site. Information on access to the site, and other relevant information, will be provided at the beginning of the term.
- The Dartmouth College Honor Code is in effect in this course.

Course Requirements:

Three papers are required. The first two are due on Thursday, October 14th and Tuesday, November 9th respectively. Both should be between 4 and 6 pages in length (double spaced), and consist of a critical analysis of just one aspect of one of the assigned readings. You will, at the start of the course, receive a handout that provides guidelines for these short papers. The third paper may be handed in on the last day of class – or by no later than final exam time for a 10A class, which is 3 pm on Monday, December 6th. It should be between 12 and 15 pages in length and consist of a comment on a larger theme of the course, for example, on the historical trajectory, or on the shift in emphasis from leaders to followers, or on the tension between violence and nonviolence. This final paper should be broader in scope than the first two, it should reflect research, and it should convey an understanding of two or more selections from the leadership literature. Guidelines on this final paper will be provided as well. Together, the three papers, totaling no fewer than twenty pages, will comprise the body of writing required for this course.
Additionally there will be an in-class mid-term exam (precise date to be posted before the beginning of the term), consisting of essay questions only, intended to evoke the students’ comprehensive understanding of the course to date.

Finally, regular attendance in class should be considered mandatory. Moreover, as indicated, all students are expected to participate actively in the class conversations that are at the heart of nearly every session. Together we will be evaluating the leadership literature, integrating it and, most importantly, reaching conclusions about intent and content.

Course Readings:

- The Course Reading Packets will be available for purchase at Wheelock Books.

- The four following books, all slender, are available for purchase, though the materials are also available online. It is particularly recommended that if you do not already own The Prince, you consider purchasing the edition below for your leadership library.

You might also wish to own a hard copy of William Shakespeare, Julius Caesar (Thomson Learning, 1998).

- All readings are also on reserve in the School Library and/or available online.

- My own forthcoming book, LEADERSHIP: Essential Selections on Power, Authority, and Influence, is a compilation of and commentary on many of the materials covered in class. It is being published by McGraw-Hill and was supposed to be available in April 2010. However delays in securing permissions have meant delays in release. In the event the book is available by September 2010, several copies will be placed on reserve, and others will be made available for purchase.

Course Grading:

Students will be evaluated on the basis of:

1) the ambition and proficiency of their three written papers
2) the cogence and competence of their responses to the essay questions posed in the mid-term exam

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3) and the regularity, pertinence, and constructiveness of their oral participation, in the class as a whole and in the small group discussions.

Grades will be determined in rough accord with the following percentages:

- Papers: 60% (15% each for the first two, 30% for the final)
- Mid-term exam: 30%
- Participation: 10%

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**CLASS SESSIONS/READINGS**

**THURSDAY, SEPTEMBER 23: LINCOLN**

**LEADERSHIP AND FOLLOWERSHIP AND LINCOLN’S LITERARY LEGACY**

Abraham Lincoln, *The Gettysburg Address*.
Online: [http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm](http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm)
Abraham Lincoln, *The Second Inaugural Address*.
Online: [http://www.bartleby.com/124/pres32.html](http://www.bartleby.com/124/pres32.html)

**TUESDAY, SEPTEMBER 28: LAO-TZU**

**THE SAGE AS LEADER - AN ANCIENT VIEW FROM THE ANCIENT EAST**

Lao Tsu: *Tao Te Ching*:
Chapters: 7-10, 12, 13, 15, 17, 18, 22, 24, 29, 30, 31, 37, 48, 51, 57, 58, 61, 66, 68, 69, 76, 77.

Continued
THURSDAY, SEPTEMBER 30: PLATO and CONFUCIUS

**GREAT MINDS ... ON TEACHING LEADERSHIP**


TUESDAY, OCTOBER 5: MACHIAVELLI

*IS MACHIAVELLI “MACHIAVELLIAN”?*


THURSDAY, OCTOBER 7: HOBBES and LOCKE

**THE SHIFT - FROM LEADERS TO FOLLOWERS**


TUESDAY, OCTOBER 12: PAINE and HAMILTON

**WORDS AS AGENTS OF CHANGE - THE AMERICAN REVOLUTION**

Alexander Hamilton, Federalist Papers, # 69 and 70.
Online: [http://www.foundingfathers.info/federalistpapers/](http://www.foundingfathers.info/federalistpapers/)

THURSDAY, OCTOBER 14: MARX and ENGELS

**WORDS AS AGENTS OF CHANGE – THE RUSSIAN REVOLUTION**


Continued . . .
Karl Marx and Frederick Engels, The Communist Manifesto.
“A spectre is haunting Europe…” (Opening paragraphs).

TUESDAY, OCTOBER 19: WOLLSTONECRAFT, STANTON/ANTHONY, and TRUTH

WOMEN LEADING WOMEN – AND MEN

Mary Wollstonecraft, A Vindication of the Rights of Woman (W.W. Norton, 1988), pp. 7-11. (Originally published in 1792.)
Elizabeth Cady Stanton, Seneca Falls, “Declaration of Sentiments” in Ann D. Gordon, ed., The Selected Papers of Elizabeth Cady Stanton and Susan B. Anthony (Rutgers University Press, 1997); pp. 75-76, 78-81. (“Declaration” originally published in 1848.)
Ellen Carol DuBois, Elizabeth Cady Stanton, Susan B. Anthony: Correspondence, Writings, Speeches (Shocken, 1981); pp. 2-22.

WEDNESDAY, OCTOBER 20: EVENING SESSION - FILM

Shakespeare, “Julius Caesar”
Directed by Joesph L. Mankiewicz and starring Marlon Brando, John Gielgud, and James Mason, 1953.
Location: TBA
Time: 6:00-8:00pm
Pizza, sodas, etc.

THURSDAY, OCTOBER 21: SHAKESPEARE, “JULIUS CAESAR” (Text/Film)

William Shakespeare, Julius Caesar (Thomson Learning, 1998).
Online: http://pd.sparknotes.com/shakespeare/juliuscaesar/

TUESDAY, OCTOBER 26: CARLYLE, SPENCER, JAMES, WILSON, and TOLSTOY

THE HERO IN HISTORY


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THURSDAY, OCTOBER 28: LENIN

REVOLUTIONARY LEADERSHIP – THEORY AND PRACTICE


TUESDAY, NOVEMBER 2: HITLER and ARENDT

EVIL LEADERSHIP


WEDNESDAY, NOVEMBER 3: EVENING SESSION — FILM

“Triumph of the Will”
Directed by Leni Riefenstahl, 1934.
Location: TBA
Time: 6:00-8:00pm
Pizza, sodas, etc.

THURSDAY, NOVEMBER 4: REFLECTIONS ON RIEFENSTAHL

“FASCINATING FASCISM” – THE ART OF LEADERSHIP


Continued . . .
TUESDAY, NOVEMBER 9:  CHURCHILL – AND MILGRAM

GOOD LEADERSHIP – BAD FOLLOWERSHIP

Stanley Milgram, Obedience to Authority: An Experimental View (Harper & Row, 1974), Chapter 1.
In class film, “Obedience to Authority”

THURSDAY, NOVEMBER 11:  MARY PARKER FOLLETT

LEADERSHIP IN LARGE CORPORATIONS


TUESDAY, NOVEMBER 16:  GANDHI and MANDELA

TACTICS OF LEADERSHIP - VIOLENCE AND NONVIOLENCE

Nelson Mandela, “No Easy Walk to Freedom” – Presidential Address by Nelson Mandela to the ANC (Transvaal) Congress, 21 September 1953
Online: http://www.anc.org.za/ancdocs/history/rivonia.html

*It is this Mandela document on which we will focus in class.

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THURSDAY, NOVEMBER 18: CARSON and FRIEDAN

TWO WOMEN, TWO WRITERS, TWO LEADERS


TUESDAY NOVEMBER 23: KRAMER and SINGER

ON LEADERS AND FOLLOWERS - AND ON BEING INCLUSIVE

Online: http://www.michaelspecter.com/pdf/kramer.pdf
Online: http://www.michaelspecter.com/pdf/peta.pdf

TUESDAY NOVEMBER 30: KING AND CLOSURE

Martin Luther King, Jr., “Letter from a Birmingham Jail,” in S. Jonathan Bass,
Blessed are the Peacemakers (Louisiana State University Press, 2001), pp. 110-130, 237-256.
Online: http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf