Leadership Studies focuses on the universal phenomenon of leadership in human groups. Leadership Studies asks what leadership means within a wide variety of social contexts—whether in a family, a team, a theatre company, a philanthropy, a university, a multinational corporation, or a nation state waging war. It seeks to understand the dynamics of the relationships between leaders and followers. It studies authority, power, and influence. It seeks to grasp the bases of legitimacy that leaders claim, and followers grant, in all of these relationships.

Through a wide range of courses in the social sciences and the humanities, a number of questions are addressed through the curriculum. How have men and women defined leadership and what are the bases of leaders’ legitimacy in different historical contexts? How do leaders in different contexts emerge? Through tradition, charisma, or legal sanction? How do different types of leaders exercise and maintain their domination? What are the distinctive habits of mind of leaders in different historical contexts? What are the moral dilemmas that leaders in different contexts face? What are the typical challenges to established leadership in different historical contexts? How does one analyze the experiences of leaders in widely disparate contexts to generate systematic comparative understandings of why history judges some leaders great and others failures? How and why do these evaluations about the efficacy of leaders shift over time?

To meet the requirements of the concentration, students must complete one of the two sequences outlined below (6 courses total). Additional and/or substitute electives are offered each year; students should consult the course offerings in the catalog for the full list of elective offerings in a given year.

**Leadership Studies—Traditional Track**

**The introductory course:**
- LEAD/PSCI 125 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

**One required course on ethical issues related to leadership, typically:**
- LEAD 330 Ethics, Scandals & Leadership
- PHIL 119 Plato with Footnotes: Ethics and Politics
- PSCI 203 Introduction to Political Theory

**Two core courses dealing with specific facets or domains of leadership, such as:**
- ARTH 501/LEAD 301 Museums: History and Practice
- ASTR/LEAD 340 Great Astronomers and Their Original Publications
- CLAS/LEAD 323 Leadership, Government, and the Governed in Ancient Greece
- HIST 111/LEAD 150 Movers and Shakers in the Middle East
- HIST/LEAD 207 The Modern Middle East
- HIST/LEAD 241 The Rise and Fall of the Soviet Union
- LEAD 212/HIST 393 Sister Revolutions in France and America
- LEAD 250/PSCI 205 Political Leadership
- LEAD/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders
- LEAD/PSCI 293 Leadership and Political Change
- LEAD 295 Leadership and Management
- LEAD/PSCI 369 The Crisis of Leadership
PSCI/LEAD 141 Bandits and Warlords
PSCI/LEAD 206 Dangerous Leadership in American Politics
PSCI/LEAD 215 Race and Inequality in the American City
PSCI/LEAD 216 American Constitutionalism I: Structures of Power
PSCI/LEAD 217 American Constitutionalism II: Rights and Liberties
PSCI/LEAD 218 The American Presidency
PSCI/LEAD 309 Problems and Progress in American Democracy
PSCI/LEAD 311 Congress
PSCI/LEAD 312 American Political Thought
PSCI/LEAD 314 Leadership in American Political Development
PSCI/LEAD 327 Leadership and Strategy
PSCI 345 Cosmology and Rulership in Ancient Chinese Political Thought
PSCI/LEAD 355 American Realism: Kennan, Kissinger and the American Style of Foreign Policy
PSCI/LEAD 367 The Politics of American National Security
SOC 387 Propaganda

One Leadership Studies Winter Study course (listed separately in the catalog)

Capstone course:
  LEAD 402 The Art of Presidential Leadership

LEADERSHIP STUDIES—KAPLAN PROGRAM IN U.S. FOREIGN POLICY TRACK

An introductory course:
  HIST 262 The United States and the World, 1776 to 1914
  HIST 263 The United States and the World, 1914 to the Present
  PSCI/LEAD 120 America and the World
  LEAD/PSCI 125 Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies

One required course on issues related to American domestic leadership, such as:
  LEAD 250/PSCI 205 Political Leadership
  LEAD/PSCI 285/HIST 354 The Revolutionary Generation: Galaxy of Leaders
  LEAD/PSCI 369 The Crisis of Leadership
  PSCI/LEAD 206 Dangerous Leadership in American Politics
  PSCI /LEAD 218 The American Presidency
  PSCI/LEAD 309 Problems and Progress in American Democracy
  PSCI/LEAD 311 Congress

Three required courses dealing with specific facets of American foreign policy leadership, such as:
  HIST 262 The United States and the World, 1776 to 1914
  HIST 263 The United States and the World, 1914 to the Present
  HIST 388 Decolonization and the Cold War
  HIST/ASST/LEAD 389 The Vietnam Wars
  HIST/LEAD 464 The United States and the Vietnam War
PSCI 225 International Security
PSCI/LEAD 262 America and the Cold War
PSCI/LEAD 242 America and the Vietnam War
PSCI 266 The United States and Latin America
PSCI/LEAD 355 American Realism: Kennan, Kissinger and the American Style of Foreign Policy
PSCI/LEAD 362 The Wilsonian Tradition in American Foreign Policy
PSCI/LEAD 367 The Politics of American National Security
SOC 202 Terrorism and National Security

One capstone course:
  LEAD 402 The Art of Presidential Leadership
  PSCI/LEAD 327 Leadership and Strategy
  PSCI/LEAD 365 U.S. Grand Strategy (W)
  PSCI/LEAD 367 The Politics of American National Security

(There is no winter study component to the American Foreign Policy Leadership track.)

Students should check with the program chair to see if other courses not listed here might count as electives.

HONORS IN LEADERSHIP STUDIES

Although there currently is no Honors route in the Leadership Studies program, it often is possible for students pursuing the concentration to undertake an Honors project within their major disciplines on topics that enables them to develop and explore their interests in Leadership Studies. Faculty in the program are happy to discuss this possibility with concentrators and to help them develop suitable Honors thesis topics. In some cases, depending on the topic and the department involved, a faculty member in the program might also be able to serve as an official or unofficial co-supervisor for an Honors project in another discipline.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?
Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?
Course title and description.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?
No, not formally, but it is not been an issue yet. To the best of my knowledge, students have requested one course be counted toward the concentration at most.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?
No.

Are there specific major requirements that cannot be fulfilled while on study away?
Yes. Introductory course, Winter Study course.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
Yes. The Introductory course has historically been taught only in the fall.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
None to date.
**LEAD 12 (W) Principles of Effective Leadership**

This course will examine issues related to effective leadership in a variety of contexts, primarily through the experience of guest lecturers. We will begin by identifying key principles of leadership with reference to several great leaders in history, moving on to consider contemporary yet timeless topics such as personal responsibility, corruption and fraud in the private sector as well as the essential role good communications skills play in exercising leadership. The majority of class sessions will feature distinguished guest speakers, many of whom are Williams alumni, who have held leadership roles in government, business, philanthropy and healthcare. Probing our guests’ approaches to organizational leadership is the primary goal of this Winter Study. Each student will be asked to host a guest at dinner or breakfast before we meet, to introduce him or her to the class, and to stimulate discussion. After each lecture, we will spend time in the next class sharing impressions, surprises and lessons learned. There will be a 10-page final paper which may take a variety of forms and formats, but which should address the basic themes in our readings as well as what you have learned from our guests, both collectively and more specifically in the case of at least three individuals. Adjunct Instructor Bio: William E. Simon, Jr., '73. Businessman, lawyer, and philanthropist, Mr. Simon is Co-Chairman of William E. Simon & Sons, a private equity firm, and the William E. Simon Foundation. Early in his career he was Assistant U.S. Attorney in the Southern District of New York and later was the 2002 Republican gubernatorial nominee in California. Mr. Simon is a Trustee Emeritus of Williams College.

**Class Format:** mornings

**Requirements/Evaluation:** 10-page paper and an in-class presentation

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Leadership Studies concentrators, preference to seniors and juniors

**Materials/Lab Fee:** none

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**LEAD 13 (W) Practical Preparation for Work After Williams: Standing Out Instead of Fitting In!**

Crosslistings: LEAD13 / PSYC13

**Primary Crosslisting**

Students will dramatically enhance and expand their own practical professional competencies and personal attributes by gaining specific skills valuable and relevant for success in the real-world of work! Dynamic sessions are conducted by an exceptionally accomplished instructor focusing on character, interpersonal astuteness, communicating skills, leading effective change, financial statement literacy, decision-making under pressure, and thinking critically about and acting intentionally for personal development. Knowledge is transferred in the classroom through fast-paced, concise student-led discussion, live interaction with seven world-class guest speakers, individual communications exercises, role-playing, and personal one-on-one mentoring by the instructor. Preparing for productive class discussions and participation requires reading three short books (The Headmaster; Killer Angels; Breaking Through) and various articles, watching selected videos, understanding material provided in a subject matter guidebook, completing a private Birkman assessment online, as well understanding wide-ranging human performance though an encapsulated case study of the people at the Battle of Gettysburg. Benefits realized by students from all classes can be applied to any enterprise, including business, entrepreneurial initiatives, education, non-profits, and public sector governmental service. Students prepare a 5-page paper on a topic of their choosing that is work-shopped in a tutorial peer evaluation format prior to submission to the instructor. A one-page personal development action plan is also prepared that remains confidential between the student and the instructor in order to provide private individual mentoring and coaching. Class meetings are conducted with lots of fun starting in mid-morning for 1 hour and 45 minutes Monday through Thursday during Winter Study with an estimated three hours of daily preparation (about 20 hours per week) necessary by each student in order to take ownership for achieving and enjoying the full learning experience. Course Daily Agenda: http://www.intersolvegroup.com/wp-content/uploads/WilliamsWinterStudyAgenda2019.pdf  Adjunct Instructor Bio: http://www.intersolvegroup.com/leadership-profile/

**Class Format:** Monday through Thursday 10-11:50 AM

**Requirements/Evaluation:** class participation based on materials provided for daily preparation, a 5-page paper reviewed in a tutorial peer format and evaluated by the instructor, and a one-page personal development action plan
LEAD 14 (W)  The CIA and the Politics of Intelligence

This course will trace the evolution of CIA from an organization largely focused, in its early days, on coups and regime change under the Dulles brothers, to its present role in the war on terror and beyond. Students will consider how intelligence is and ought to be gathered, and the political issues that emerge from those activities. Some of the Agency's signal successes and failures will be examined, and some of its directors will be evaluated. The fluctuating relationship between CIA and the FBI will also be discussed. Stress will be placed on the personal experiences of those who have served in the Agency. Adjunct Instructor Bio: Donald Gregg '51 served in CIA from 1951-82, worked in the White House from 1979-89, and was US Ambassador to South Korea from 1989-93. He is now chairman emeritus of The Korea Society. 1980-89, taught a second-year graduate level course at the Master of Science in Foreign Service Program of Georgetown University. He is now chairman of the Pacific Century Institute in Los Angeles.

Class Format: afternoons

Requirements/Evaluation: evaluation will include class attendance and participation, and a short, 3- to 4-page retrospective paper on the course and its content

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference to PSCI and LEAD students

Materials/Lab Fee: cost of book ($25)
LEAD 18 (W) Wilderness Leadership in Emergency Care
This Winter Study course is for students who would like to participate in a 9 day, 72 hour comprehensive hands on in-depth look at the standards and skills of dealing with wilderness based medical emergencies. Topics that will be covered include, Response and Assessment, Musculoskeletal Injuries, Soft Tissue Injuries, Environmental Injuries, and Survival Skills. Additional topics, such as CPR, are also included. Students will be required to successfully complete the written and practical exams, and not miss any of the 9 classes to receive credit and WFR/CPR certification.

Class Format: the course runs nine consecutive days straight from 9AM-5PM, with a possible one nighttime rescue exercise

Requirements/Evaluation: written and practical exam

Prerequisites: none

Enrollment Limit: 22

Enrollment Preferences: submit a statement of purpose to the instructor explaining why they want to take the course and hope to gain from the experience

Materials/Lab Fee: $465

Attributes: EXPE Experiential Education Courses

LEAD 19 (W) 21st Century Museums--From the Inner Workings to the Future Vision of Culture Making
Crosslistings: ARTS19 / ARTH19 / INTR19 / LEAD19

Secondary Crosslisting
The role of museums in American culture has evolved dramatically over recent decades. No longer simply a repository of art and artifacts, the 21st century museum is a fully dynamic center of programming, cultural exchange, community building, and active inquiry. This is true across all types of museums--from art museums to scientific, historical, and specialty collections--and has affected every aspect of museum administration, from curatorial and collection priorities to methods of communication, fundraising, and engagement. With participation of WCMA staff, we will examine in-depth the role and behind-the-scenes work of contemporary museums. The class will include site visits to several area museums and discussions with specially skilled museum professionals, from directors, curators, and educators to collection managers, conservators, exhibition designers and development and communications managers. Students will research models of museum practice and brainstorm and develop proposals for the museum of the future. For the culminating project, the class will work as a group with WCMA staff to develop a gallery presentation and/or program that will connect with Claiming Williams Day. We will meet twice a week for four hours session at WCMA, plus 1 trip to area museums per week.

Requirements/Evaluation: final formal public exhibit

Prerequisites: keen interest in museums and culture

Enrollment Limit: 12

Enrollment Preferences: random selection

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses

LEAD 99 (W) Independent Study: Leadership Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late
September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

Winter 2019

**IND Section:** 01  TBA  Justin Crowe

**LEAD 120 (S) America and the World**

**Crosslistings:** LEAD120 / GBST101 / PSCI120

**Secondary Crosslisting**

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** short papers, class participation, and final exam

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first-years and sophomores

**Expected Class Size:** 30

**Distributions:** (D2)

**Attributes:** PSCI International Relations Courses

**Not offered current academic year**

**LEAD 125 (F) Visionaries, Pragmatists, and Demagogues: An Introduction to Leadership Studies**

**Crosslistings:** PSCI125 / LEAD125

**Primary Crosslisting**

This course introduces students to the major issues in the study of leadership, a central concept in the study of politics. Looking at leaders from ancient Greece to the contemporary United States, we will explore the big questions of leadership studies: What makes a leader successful? Where does legitimacy come from? What (if anything) distinguished a leader from a demagogue? Do good leaders make good followers, or vice versa? What is the relationship between leadership and morality--can the ends justify the means? Why do good leaders sometimes lead badly? How can disempowered people exercise effective leadership? What functions does leadership fill, and what challenges do leaders face, in modern democratic states?

**Class Format:** lecture/discussion

**Requirements/Evaluation:** active class participation, 5-page research proposal, 10-page research paper, in-class midterm exam, and cumulative final exam

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 25

**Department Notes:** subfield open in Political Science major
LEAD 127 (S)  America First? The Trump Era and the Future of World Politics
Crosslistings: PSCI127 / LEAD127

Secondary Crosslisting

"America First" was a slogan and a perspective on foreign policy adopted by isolationists like Charles Lindbergh in the 1930’s. In the aftermath of Pearl Harbor and the Second World War, a strong bipartisan consensus emerged around the principles of liberal international internationalism and "America First" perspectives were marginalized in American politics. However, with the election of Donald Trump, the American presidency is now in the hands of someone who proudly claims the America first mantle. This course provides a historical and theoretical context for understanding what is unique about President Trump's approach to American foreign policy in the 21st century. Particular attention will be devoted to the contrast between the views of Trump and those of the American foreign policy establishment over issues such as NATO, nuclear proliferation, Russia, immigration, terrorism, free trade, and conflicts in the Middle East.

Class Format: lecture
Requirements/Evaluation: two analytical essays, short response papers, and final group project
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: potential political science majors and leadership studies concentrators (foreign policy track)
Expected Class Size: 20
Distributions: (D2)
Attributes: PSCI International Relations Courses

LEAD 141 (S)  Bandits and Warlords
Crosslistings: LEAD141 / GBST141 / PSCI141

Secondary Crosslisting

A leading scholar once quipped that political communities "qualify as our largest examples of organized crime." He wasn't far off: governments are meant to protect their citizenry, but as the #bringbackoursgirls or the KONY 2012 campaigns reveal, sometimes they fail. Bandits emerge, racketeers flourish, and warlords replace governments. By looking at Boko Haram, Séléká rebels, Al-Shabaab, Somali pirates and the Lords Resistance Army, this course explores the conditions that lead to the collapse of government protection and its replacement by bandits and warlords. We will then use this understanding to examine prominent examples of banditry and warlordism in Latin America, the Middle East and Europe.

Class Format: lecture
Requirements/Evaluation: class participation, five short papers and a final exam
Prerequisites: none; open only to first-years and sophomores
Enrollment Limit: 50
Enrollment Preferences: first-years
Expected Class Size: 40
Distributions: (D2)
Attributes: LEAD Facets or Domains of Leadership
Not offered current academic year
LEAD 150 (F) Movers and Shakers in the Middle East (WI)
Crosslistings: LEAD150 / HIST111 / ARAB111

Secondary Crosslisting
This course examines the careers, ideas, and impact of leading politicians, religious leaders, intellectuals, and artists in the Middle East in the twentieth century. Utilizing biographical studies and the general literature on the political and cultural history of the period, this course will analyze how these individuals achieved prominence in Middle Eastern society and how they addressed the pertinent problems of their day, such as war and peace, relations with Western powers, the role of religion in society, and the status of women. A range of significant individuals will be studied, including Gamal Abd al-Nasser, Mustafa Kemal Ataturk, Ayatollah Khomeini, Muhammad Mussadiq, Umm Khulthum, Sayyid Qutb, Anwar Sadat, Naghuib Mahfouz, and Huda Shaarawi.

Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, short essays, and a final paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor
Enrollment Limit: 19
Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar
Expected Class Size: 15-19
Distributions: (D2) (WI)
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership;
Not offered current academic year

LEAD 205 (S) From Tocqueville to Trump: Leadership and the Making of American Democracy (DPE)
Crosslistings: PSCI212 / LEAD205

Primary Crosslisting
America's founders didn't mean to create a democracy. But since the Revolution, leaders have been fighting to make real for all Americans the promise of government of, by, and for the people. In this course, we will look at how leaders have marshaled ideas, social movements, and technological changes to expand the scope of American democracy--and the reasons they have sometimes failed. We will examine how founders such as Benjamin Franklin and James Madison envisioned the relation between the people and the government; how workers, African Americans, and women fought to participate in American politics; and how globalization, polarization, and inequality are straining American democracy and political leadership in the 21st century. We will examine leadership to better understand American democracy--and vice versa. We will ask: What explains why some leaders have succeeded where others have failed? Have some periods of American democratic politics been more amenable to particular kinds of leadership than others? What makes American political leadership distinctive in international comparison? Who, exactly, has been permitted to participate in American politics, and on what terms? How has the relation between the governors and the governed changed over time, and what factors and events have shaped those relations? How has America's democratic experiment compared with (and interacted with) democracy elsewhere in the world? Is America really a democracy at all?

Class Format: lecture
Requirements/Evaluation: bi-weekly short writing assignments, term paper, midterm and final in-class exams
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Leadership Studies concentrators and Political Science majors
Expected Class Size: 25
Distributions: (D2) (DPE)
Distribution Notes: DPE: This course examines the role of race, gender, and class in structuring the history of American politics and citizenship; efforts by marginalized communities to gain access to full citizenship; and the role of politics in shaping regimes of social difference. Using conceptual tools drawn from political science and history, it offers students a deep understanding of the roots of contemporary issues of difference, power, and equity in American public life as well as a better sense of how and why power relations and modes of inclusion/exclusion are subject to change.
**LEAD 206 (F) Dangerous Leadership in American Politics (WI)**

Crosslistings: PSCI206 / LEAD206

Secondary Crosslisting

"Donald Trump, Hillary Clinton, Ted Cruz, Bernie Sanders. What do Americans want from their political leaders?" A common assumption is that those who do it well—whether in the presidency, the parties, social movements, organizations, or local communities—are just and legitimate agents of democratic change, and those most celebrated are those who have helped the country make progress toward its ideals. Yet to rest on this is too simple as it is, in part, an artifact of historical construction. Assessing leadership in the moment is complicated because leaders press against the bounds of political convention—as do ideologues, malcontents, and lunatics. Indeed, a central concern of the founders was that democracy would invite demagogues who would bring the nation to ruin. Complicating things further, the nature of democratic competition is such that those vying for power have incentive to portray the opposition’s leadership as dangerous. How do we distinguish desirable leadership from dangerous leadership? Can they be the same thing? Many who today are recognized as great leaders were, in their historical moment, branded dangerous. Others, whose ambitions and initiatives arguably undermined progress toward American ideals, were not recognized as dangerous at the time. In this tutorial, we will explore the concept of dangerous leadership in American history, from inside as well as outside of government. What constitutes dangerous leadership, and what makes a leader dangerous? Is it the person or the context? Who decides? How do we distinguish truly dangerous leadership from the perception of dangerous leadership? Does dangerous describe the means or the ends of leadership? Does it matter? Is leadership that privileges desirable ends, such as justice or security, at the expense of democratic means acceptable? Is democratic leadership in service of "dangerous" goals acceptable, and what are these goals?

**Class Format:** tutorial

**Requirements/Evaluation:** six 5-page essays; six 2-page response papers; and one final 5-page rewritten essay

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Distributions:** (D2) (WI)

**Attributes:** LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses

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**LEAD 207 (F) The Modern Middle East (DPE)**

Crosslistings: JWST217 / ARAB207 / HIST207 / REL239 / GBST101 / LEAD207

Secondary Crosslisting

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

**Class Format:** lecture

**Requirements/Evaluation:** participation, two short papers, quizzes, midterm, and final exam

**Prerequisites:** none

**Enrollment Limit:** 40
Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Distributions: (D2) (DPE)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

Fall 2018

LEC Section: 01    TF 1:10 pm - 2:25 pm    Magnús T. Bernhardsson

LEAD 212 (S) Sister Revolutions in France and America

Crosslistings: HIST393 / LEAD212

Primary Crosslisting

In the late-eighteenth century, two revolutions burst forth—they were the most striking and consequential events in modern history, decisive turning-points that transformed society and politics. The American Revolution led to an enduring and stable democratic republic whereas the French Revolution was followed by a turbulent succession of Empires and restorations of the monarchy. France did not have a sustainable republic until 1870. We will analyze in detail and in depth the ideas and theories of the leaders of both revolutions in order to understand why the American Revolution took a moderate course and why the French Revolution took a more radical course and plunged into violence and terror. We will read the writings of Washington, Jefferson, Madison, Hamilton, Rousseau, Robespierre, Saint-Just, Tocqueville, Edmund Burke and others.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on three papers, several class presentations, and active participation in class discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students with backgrounds in American history, French history or Political Science

Expected Class Size: 15

Distributions: (D2)

Attributes: HIST Group C Electives - Europe and Russia; HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern; LEAD Facets or Domains of Leadership

Spring 2019

SEM Section: 01    T 1:10 pm - 3:50 pm    Susan Dunn

LEAD 215 (S) Race and Inequality in the American City

Crosslistings: PSCI215 / LEAD215

Secondary Crosslisting

In the past half-century, American cities have gotten both much richer and much poorer. The making of "luxury cities" has gone hand-in-hand with persistent, concentrated poverty, extreme racial segregation, mass incarceration, and failing public services-social problems borne primarily by people of color. This course will examine the political underpinnings of inequality in American cities, with particular attention to the racialization of inequality. Among the topics we will cover are: the structures of urban political power; housing and employment discrimination; the War on Crime and the War on Drugs (and their consequence, mass incarceration); education; and gentrification. We will ask: How have city leaders and social movements engaged with urban problems? How have they tried to make cities more decent, just, and sustainable? Under what circumstances has positive leadership produced beneficial outcomes, and in what circumstances has it produced perverse outcomes? We will engage primarily with political science, but also
with scholarship in other disciplines, including sociology, history, geography, and legal studies, all of which share an interest in the questions we will be exploring. Students will leave this course with a deeper understanding of contemporary urban problems, a knowledge of the political structures within which those problems are embedded, and a better sense of the challenges and opportunities leaders face in contemporary urban America.

Class Format: seminar
Requirements/Evaluation: class participation; several short essays and a longer paper with presentation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Political Science majors and Leadership Studies concentrators
Expected Class Size: 25
Distributions: (D2)
Attributes: LEAD Facets or Domains of Leadership; POEC U.S. Political Economy + Public Policy Course

Spring 2019
SEM Section: 01    TF 2:35 pm - 3:50 pm     Mason B. Williams

LEAD 216 (F)  American Constitutionalism I: Structures of Power
Crosslistings: PSCI216 / LEAD216
Secondary Crosslisting
How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on structures of power -- the limits on congressional lawmaker, growth of presidential authority, establishment of judicial review, conflicts among the three branches of the federal government, and boundaries between the federal and state and local governments. The specific disputes under these rubrics range from secession to impeachment, gun control to child labor, waging war to spurring commerce; the historical periods to be covered include the Marshall and Taney Court years, the Civil War and Reconstruction, the Progressive Era, the New Deal, the Warren Court, and the conservative ascendency of the late twentieth century. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between, constitutional power and constitutional meaning in American history.

Class Format: lecture/discussion
Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Political Science majors
Expected Class Size: 25
Distributions: (D2)
Attributes: LEAD Facets or Domains of Leadership; POEC U.S. Political Economy + Public Policy Course; PSCI American Politics Courses

Fall 2018
LEC Section: 01    MWF 8:30 am - 9:45 am     Justin Crowe

LEAD 217 (S)  American Constitutionalism II: Rights and Liberties
Crosslistings: PSCI217 / LEAD217
Secondary Crosslisting
How has the American Constitution been debated and understood over time? What is the relationship between constitutional and political change? This course examines the historical development of American constitutional law and politics from the Founding to the present. Our focus is on rights and liberties -- freedom of speech and religion, property, criminal process, autonomy and privacy, and equality. The specific disputes under these
rubrics range from abortion to affirmative action, hate speech to capital punishment, school prayer to same-sex marriage; the historical periods to be
covered include the early republic, the ante-bellum era, the Civil War and Reconstruction, World Wars I and II, the Warren Court, and contemporary
America. Readings are drawn from Supreme Court opinions, presidential addresses, congressional debates and statutes, political party platforms, key
tracts of American political thought, and secondary scholarship on constitutional development. Throughout the semester, our goal will be less to
remember elaborate doctrinal rules and multi-part constitutional "tests" than to understand the changing nature of, and changing relationship between,
consitutional rights and constitutional meaning in American history.

Class Format: lecture/discussion
Requirements/Evaluation: three 5- to 7-page essays, a final exam, and class participation
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Political Science majors
Expected Class Size: 25
Distributions: (D2)
Attributes: LEAD Facets or Domains of Leadership; POEC U.S. Political Economy + Public Policy Course; PSCI American Politics Courses

Not offered current academic year

LEAD 218 (S) The American Presidency
Crosslistings: LEAD218 / PSCI218

Secondary Crosslisting
To study the presidency is to study human nature and personality, constitution and institution, strategy and contingency. This course will examine the
problems and paradoxes that attend the exercise of the most powerful political office in the world's oldest democracy: Can an executive office be
constructed with sufficient energy to govern and also be democratically accountable? How much do we attribute the shaping of politics to the agency
of the individual in the office and to what extent are politics the result of structural, cultural, and institutional factors? Are the politics of the presidency
different in foreign and domestic policy? How are national security concerns balanced with domestic priorities such as the protection of civil liberties?
How is the office and purpose of the presidency affected by an economic order predicated on private capital? Exploration of these questions will lead
us to examine topics such as presidential selection, the bases of presidential power, character and leadership issues, congressional-executive
relations, the media, and emergency powers. Attention will focus largely on the modern presidency, though older historical examples will also be used
to help us gain perspective on these problems.

Class Format: lecture/discussion
Requirements/Evaluation: one exam, two short to medium length papers, small group projects, and class participation
Prerequisites: none
Enrollment Limit: 35
Enrollment Preferences: Political Science majors and Leadership studies concentrators
Expected Class Size: 35
Distributions: (D2)
Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; POEC U.S. Political Economy + Public Policy Course;
PSCI American Politics Courses

Spring 2019
LEC Section: 01    TF 1:10 pm - 2:25 pm    Nicole E. Mellow

LEAD 225 (F) International Security
Crosslistings: LEAD225 / PSCI225

Secondary Crosslisting
This course deals with basic questions about war and peace. What are the major causes of war? Why do leaders choose to use violence in the pursuit
of political objectives? How does the threat of war shape international politics and diplomatic outcomes? How are wars fought? What are their
consequences? And why do states sometimes seek to cooperate to achieve their objectives and other times settle disputes through force or the threat
of force? To address these questions, this course covers a number of specific topics: the causes, conduct, and consequences of the two world wars; the origins, course, and end of the Cold War; the influence of nuclear weapons on international security; regional conflicts and rivalries; regime type and international conflict; alliances and patron-client relationships; diplomacy; crisis decision-making; asymmetric conflicts; and great power politics, grand strategy, and international order.

Class Format: lecture
Requirements/Evaluation: class participation, one 6- to 8-page paper, midterm, final
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: Political Science majors
Expected Class Size: 25
Distributions: (D2)
Attributes: GBST Borders, Exiles + Diaspora Studies Electives; LEAD American Foreign Policy Leadership; PSCI International Relations Courses

Fall 2018
LEC Section: 01  MWF 11:00 am - 12:15 pm  Galen E Jackson

LEAD 240 (F) Great Astronomers and Their Original Publications  (WI)
Crosslistings: ASTR240 / LEAD240 / SCST240 / HSCI240
Secondary Crosslisting
We study many of the greatest names in the history of astronomy, consider their biographies, assess their leadership roles in advancing science, and examine and handle the first editions of their books and other publications. Our study includes, in addition to a Shakespeare First Folio (with its astronomical mentions) and a page from the Gutenberg Bible, original books such as: 16th-century, Nicolaus Copernicus (heliocentric universe); Tycho Brahe (best pre-telescopic observations); 17th-century, Galileo (discoveries with his first astronomical telescope, 1610; sunspots, 1613; Dialogo , 1632); Johannes Kepler (laws of planetary motion, 1609, 1619); Johannes Hevelius and Elisabeth Hevelius (atlases of the Moon and of stars, 1647, and 1687); Isaac Newton (laws of universal gravitation and of motion, 1687); 18th-century, Edmond Halley (Miscellanea curiosa, eclipse maps, 1715, 1724); John Flamsteed and Margaret Flamsteed (Atlas Coelestis, 1729); William Herschel and Caroline Herschel (1781, 1798). In more recent centuries, the original works are articles: 20th--century: Albert Einstein (special relativity, 1905; general relativity, 1916); Marie Curie (radioactivity); Cecilia Payne-Gaposchkin (hydrogen dominating stars, 1929), Edwin Hubble (Hubble's law, 1929); Vera Rubin (dark matter, 1970s); Jocelyn Bell Burnell (pulsar discovery, 1968); 21st-century: Wendy Freedman (Universe's expansion rate, 2000s). We will also read biographies and recent novels dealing with some of the above astronomers. With the collaboration of the Chapin Librarian, we will meet regularly in the Chapin Library of Rare Books and also have a session at the library of the Clark Art Institute to see its rare books of astronomical interest. The course is a repeat of the successful course first given during the 2014-15 academic year's Year of the Book, honoring the new Sawyer Library and the expansion of the Chapin Library of Rare Books.

Class Format: seminar
Requirements/Evaluation: class participation, two 5-page intermediate papers, and a final 15-page paper
Enrollment Limit: 12
Enrollment Preferences: if overenrolled, preference by written paragraph of explanation of why student wants to take the course
Distributions: (D2) (WI)
Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI, LEAD or SCST
Attributes: LEAD Facets or Domains of Leadership; SCST Related Courses;

Fall 2018
SEM Section: 01  W 1:10 pm - 3:50 pm  Jay M. Pasachoff

LEAD 250 (S) Political Leadership
Crosslistings: LEAD250 / PSCI205

Primary Crosslisting

This course will examine the leadership strategies of American political leaders with an emphasis on the importance of communication strategies for public sector leaders. We will study these issues by examining local, state and federal political leaders and by answering key questions specific to the political realm. We will read and watch significant speeches of American political leaders, be visited by guests with deep knowledge and insight into the world of politics and read a variety of writings by academics and practitioners on the subject. We will explore questions such as "What characteristics mark successful communication and how do leaders craft a unique and effective communications style?" and "What strategic considerations are there for female political leaders and do they have different challenges in communicating?" The first series of classes will focus on communication taking a look at some of America's best political orators, the special requirements of crisis communication and the changes that new media has brought to the practice of politics and government. We will then explore the tenets of political strategy—both in campaigns and governing. This segment of the course will take a look at the tools used in crafting a strategy and how to put together a winning coalition. The final classes in the course will explore the unique challenges and opportunities facing select sub-groups of political leaders: women, celebrity candidates and officeholders and high-achieving young political leaders—operatives and elected officials.

Class Format: seminar

Requirements/Evaluation: three short papers and a final research paper

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Leadership Studies concentrators and Political Science majors

Expected Class Size: 15

Distributions: (D2)

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership

Not offered current academic year

LEAD 261 (F) The United States and the World, 1898 to the Present

Crosslistings: LEAD261 / HIST263

Secondary Crosslisting

This survey course examines the United States and the World since 1898. Students will be introduced to key diplomatic developments since the Spanish-American War, when the country began its ascendance to hegemonic power from which it is now in retreat. American power reached its apex during the Cold War, but that conflict and its offshoots like the Vietnam War brought about crises over national identity and values that remain unresolved. Readings and discussions will focus on issues of ideology, empire and neo-imperialism, domestic politics and foreign policy, and the relationship between culture and foreign relations.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, pop quizzes, short papers, a midterm exam, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: first- and second-year students, then History majors

Expected Class Size: 25-30

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada; LEAD American Foreign Policy Leadership

Fall 2018

LEC Section: 01 MR 2:35 pm - 3:50 pm Jessica Chapman

LEAD 262 (F) America and the Cold War

Crosslistings: LEAD262 / HIST261 / PSCI262
Secondary Crosslisting
This course examines the rise and fall of the Cold War, focusing on four central issues. First, why did America and the Soviet Union become bitter rivals shortly after the defeat of Nazi Germany? Second, was one side primarily responsible for the length and intensity of the Cold War in Europe? Third, how did the Cold War in Europe lead to events in other areas of the world, such as Cuba and Vietnam? Finally, could the Cold War have been ended long before the collapse of the Soviet Union in 1989? Political scientists and historians continue to argue vigorously about the answers to all these questions. We examine both traditional and revisionist explanations of the Cold War, as well as the new findings that have emerged from the partial opening of Soviet and Eastern European archives. The final section of the course examines how scholarly interpretations of the Cold War continue to influence how policymakers approach contemporary issues in American foreign policy.

Class Format: lecture/discussion
Requirements/Evaluation: one medium length paper, an in-class midterm and final exam, and a series of short assignments
Prerequisites: none; PSCI 202 is recommended but not required
Enrollment Limit: 19
Enrollment Preferences: Political Science majors and Leadership Studies concentrators
Expected Class Size: 19
Distributions: (D2)
Attributes: LEAD American Foreign Policy Leadership; PSCI International Relations Courses
Not offered current academic year

LEAD 285 (F) The Revolutionary Generation: Galaxy of Leaders
Crosslistings: HiST354 / LEAD285 / PSCI285

Primary Crosslisting
The American Revolution produced a galaxy of brilliant politicians, statesmen, and military leaders of extraordinary courage, intellect, creativity, and character: Washington, Hamilton, Jefferson, Madison, Adams. In this seminar, we will study their astounding accomplishments—a successful war of independence, a Constitution and Bill of Rights, enduring democratic political institutions, and a nascent party system. But mostly we will focus on their ideas, for they were thinking revolutionaries. We will examine in depth and in detail their superb writings, their letters and speeches as well as Madison and Hamilton's Federalist essays. We will also read recent interpretations of the founding generation by Gordon Wood, Joseph Ellis, Bernard Bailyn, and others.

Class Format: seminar
Requirements/Evaluation: three papers, several class presentations, and active participation in all discussions
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none; courses in Leadership Studies or Political Theory or early American History are very helpful for admission to this seminar
Enrollment Limit: 12
Enrollment Preferences: students with a background in Leadership Studies, American History or American Political Science
Expected Class Size: 12
Distributions: (D2)
Attributes: HIST Group F Electives - U.S. + Canada; HIST Group P Electives - Premodern; LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership

Fall 2018
SEM Section: 01 T 1:10 pm - 3:50 pm Susan Dunn

LEAD 293 (F) Leadership and Political Change
Crosslistings: PSCI293 / LEAD293

Primary Crosslisting
This course will examine the foundations of effective political leadership --- both transformational and evolutionary. It will balance theory and practice, case studies and student exploration to better understand how political change and policy reform is enacted in a representative democracy. The
The course begins with a framework to evaluate leadership, transitions to examining the importance of vision in effecting political change, moves to an in-depth look at effective communicative strategies and mobilization techniques required to realize that change, and concludes with an assessment of the prospects for leadership in the current political landscape. We will cover presidential, congressional, and military leadership and include prominent guest speakers from the world of American politics.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** two 7- to 8-page analytic essays, one 12- to 15-page analytic essay, and class participation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** LEAD concentrators and PSCI majors

**Expected Class Size:** 20

**Distributions:** (D2)

**Attributes:** LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses

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**LEAD 295 (F) Leadership and Management**

What are the differences between effective leaders and effective managers of complex organizations, or are they one and the same? If different, what are the key elements making each successful, and are there any critical dynamics or interdependencies among these elements? Finally, are there important distinctions between the factors required for success by leaders/managers in different domains or cultures, and by leaders/managers of different genders or ethnicities? In this course, we will wrestle with these questions by examining both successful and unsuccessful leadership and management of complex organizations in a number of domains, including the worlds of business, non-profits, higher education, the military, government, and others. Our primary means of doing so will be through case studies, supplemented by readings from noted leadership and management thinkers, and by the appearance of several distinguished guest speakers.

**Class Format:** seminar for the first half of the course and tutorial for the second half

**Requirements/Evaluation:** active class participation, several brief (1 to 2 pages) response papers, a short midterm paper, & a longer final paper, which will be written by a team of two students during the tutorial portion of the course

**Extra Info:** the final paper will focus on two cases of each team's choice

**Extra Info 2:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Leadership Studies concentrators and sophomores, juniors and seniors

**Expected Class Size:** 20

**Distributions:** (D2)

**Attributes:** LEAD Facets or Domains of Leadership

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**LEAD 301 (S) Museums: History and Practice**

Crosslistings: ARTH303 / LEAD301 / ARTH501

**Secondary Crosslisting**

Art museums not only express the political, economic and cultural values of their period of formation, but the evolution of those values that result in the institutions of our time. The seminar will examine museums past, present and future looking at governance and administration practices, architecture and installation, accessioning/deaccessioning policies, and cultural property issues. It will also consider current trends in exhibition, public education
and other programming in both "encyclopedic" and contemporary arts institutions. Class discussions will have a special focus on how museums strive
to balance their scholarly and artistic roles with their civic and social responsibilities while maintaining financial stability in the increasingly
market-driven, metric-conscious, not-for-profit environment of our time.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on oral presentations as well as two research papers

Extra Info: may not be taken on a pass/fail basis

Enrollment Limit: 14

Enrollment Preferences: Graduate Program students then to senior Art History majors

Department Notes: satisfies the seminar requirement for the undergraduate Art History major

Distributions: (D2)

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LEAD

Attributes: AMST Space and Place Electives; LEAD Facets or Domains of Leadership

Spring 2019

SEM Section: 01    T 1:00 pm - 4:00 pm     Michael Conforti

LEAD 302 (S) Leadership in a Global World

Crosslistings: LEAD302 / PSCI302

Primary Crosslisting

The events and forces of the twenty-first century have fundamentally challenged our previous assumptions of how individuals relate to one another
and how societal progress occurs—that is to say, of how leadership occurs in a global world. In this course we will explore different styles of
leadership, followership, failure, and team-building. Over the course of the semester, we will consider topics ranging from teaching to politics, civil
society to social media, all with an eye toward how individuals engage with the teams they seek to lead as well as how they engage in both short- and
long-term thinking to avoid obstacles, mobilize support, and accomplish their goals. Since leadership is a phenomenon relevant to all individuals and
all paths, the course will also include introspection and self-analysis of one’s own capacities and weaknesses around the core questions and dilemmas
of leadership.

Class Format: seminar

Requirements/Evaluation: three 2-page memos, 5-page midterm essay, 25-page final paper, class presentation, and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Leadership Studies concentrators and potential concentrators

Expected Class Size: 19

Distributions: (D2)

Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership

Spring 2019

SEM Section: 01    M 1:10 pm - 3:50 pm     Howard Dean

LEAD 309 (F) Problems and Progress in American Democracy

Crosslistings: LEAD309 / PSCI309

Secondary Crosslisting

"I confess," French aristocrat Alexis de Tocqueville wrote in the introduction to his Democracy in America, "that in America I saw more than America. I
sought the image of democracy itself, with its inclinations, its character, its prejudices, and its passions, in order to learn what we have to fear or hope
from its progress." What would Tocqueville see if he returned to America today, almost 200 years later? What types of institutions, dynamics, and
processes animate American political life in the twenty-first century? With Tocqueville as a guide to thinking about political ethnography, this course
investigates four central elements of political life—religion, education, difference, and crime and punishment—that simultaneously pose problems for and represent sites of progress in American democracy. For each subject, we will ask several key questions. How has that particular aspect of political life changed in the recent past? How might it change in the near future? Does it conform to how American politics is designed to work? To how we want American politics to work? Using a diverse set of readings drawn from empirical political science, contemporary democratic theory, American political thought, historical documents, political punditry (from the left and the right), and current events, our focus, like Tocqueville before us, is on teasing out both the lived experience—the character and challenges—of American democracy and examining any disconnect between that experience and the ideals that undergird it. Among the many specific questions we will consider are whether particular religious traditions might be incompatible with democratic values, the extent to which recent changes in higher education have affected the health of democratic politics, the effects of ideological polarization on democratic discourse, and the place of the jury system in securing democratic justice. Throughout the semester, we will not only approach these questions from the joint perspectives of theory and practice but also seek to enrich our understanding by exploring American democracy as it happens all around us with several exercises in the community at large.

**Class Format:** discussion

**Requirements/Evaluation:** two experiential projects with accompanying write-ups of at least 5 and 7 pages, six 2- to 3-page ethnographic reflections, and class participation

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** a previous course in American politics or Political Theory or permission of instructor

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Distributions:** (D2)

**Attributes:** EXPE Experiential Education Courses; JLIST Interdepartmental Electives; LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI American Politics Courses

Not offered current academic year

**LEAD 311 (F) Congress (WI)**

Crosslistings: LEAD311 / PSCI311

**Secondary Crosslisting**

In an organization comprised of equals, how and why do some senators and representatives acquire more power and authority than others? How does Congress, often considered to be the most powerful assembly in the world, organize itself so that it can act as an institution and not just a platform for 535 individuals? Why does Congress not act, especially when the U.S. confronts so many pressing problems, and how do legislators justify inaction? In what ways does this institution promote or hinder the legitimacy, responsiveness, and responsibility expected of a democratic governing institution?

**Class Format:** seminar

**Requirements/Evaluation:** class participation, several short papers, and a 20-page research paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** PSCI 201 or permission of instructor

**Enrollment Limit:** 14

**Enrollment Preferences:** Political Science majors with American Politics concentration and Leadership Studies concentrators

**Expected Class Size:** 14

**Distributions:** (D2) (WI)

**Attributes:** PSCI American Politics Courses; PSCI Research Courses;

Not offered current academic year

**LEAD 312 (S) American Political Thought (WI)**

Crosslistings: PSCI312 / LEAD312

**Secondary Crosslisting**

From democracy to liberty, equality to community, foundational ideas—about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life—define the American political tradition and consume the American political imagination.
Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

Class Format: tutorial
Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Political Science majors and prospective majors
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: AMST Critical and Cultural Theory Electives; LEAD Facets or Domains of Leadership; PHIL Related Courses; PSCI American Politics Courses; PSCI Political Theory Courses;
Not offered current academic year

LEAD 320 (F) Heroes and Villains: Iconic Leadership and the Politics of Memory (WI)
Crosslistings: LEAD320 / PSCI320

Primary Crosslisting
Americans have been arguing intensely in recent years about how we should remember the leaders from our nation's past. Does Thomas Jefferson's statue belong on a university campus? Should college dorms be named for John C. Calhoun and Woodrow Wilson? Should Harriet Tubman's portrait replace Andrew Jackson's on the $20 bill? In this course we will look at how people in the United States and elsewhere have used their leaders' images to hash out larger political issues of national identity, purpose, and membership. Why has historical commemoration gotten so contentious--or has it always been contentious? What's really at stake when we depict our leaders? How (if at all) should we reconcile contemporary morality with historical context in assessing the leaders from our past? To address these questions, we will study portrayals of some of the most famous leaders in American history--including Alexander Hamilton, Abraham Lincoln, and Martin Luther King, Jr. Our sources will include political speeches, literature, film, and journalism as well as monuments and museum exhibits; though our examples will be drawn mostly from the United States, our conceptual framework will be transnational. As a final assignment, students will write a 10-12 page paper examining the politics of memory for a leader of their choice.

Class Format: seminar
Requirements/Evaluation: two short (5- to 6-page) essays and a 10- to 12-page research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: previous course in Leadership Studies, or Political Science, or permission of instructor
Enrollment Limit: 19
Enrollment Preferences: Leadership Studies concentrators, Political Science majors
Expected Class Size: 19
Distributions: (D2) (WI)
Distribution Notes: WI: Extensive feedback and in-class discussion of writing and argumentation.
Attributes: LEAD American Domestic Leadership; LEAD Facets or Domains of Leadership; PSCI Research Courses;

Fall 2018
SEM Section: 01    TR 9:55 am - 11:10 am    Mason B. Williams

LEAD 323 (F) From Achilles to Alexander: Leadership and Community in Ancient Greece (WI)
Crosslistings: CLAS323 / HIST323 / LEAD323

Secondary Crosslisting

Visionary, opportunist, reformer, tyrant, demagogue, popular champion: concise characterization of influential leaders is often irresistible. But placing leaders in their much less easily encapsulated political, social, and religious contexts reveals them to be far more complicated and challenging subjects. Among the questions that will guide our study of Greek leadership: Was the transformative leader in a Greek city always an unexpected one, arising outside of the prevailing political and/or social systems? To what extent did the prevailing systems determine the nature of transformative as well as of normative leadership? How did various political and social norms contribute to legitimating particular kinds of leader? After studying such leaders as the "tyrants" who prevailed in many Greek cities of both the archaic and classical eras, then Athenian leaders like Solon, Cleisthenes, Cimon, Pericles, Cleon, and Demosthenes, and Spartans like Cleomenes, Leonidas, Brasidas, and Lysander, we will focus on Alexander the Great, whose unique accomplishments transformed every aspect of Greek belief about leadership, national boundaries, effective government, the role of the governed, and the legitimacy of power. Readings will include accounts of leadership and government by ancient Greek authors (e.g. Homer, Solon, Herodotus, Thucydides, Plato, Aristotle, Demosthenes, all in translation) and contemporary historians and political theorists.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on contributions to class discussions, three short papers (4-6 pages each), a midterm exam, and an oral presentation leading to a significant final paper (10-12 pages)

Prerequisites: none, but a background and/or interest in the ancient world, political systems, and/or Leadership Studies is preferred

Enrollment Limit: 19

Expected Class Size: 12

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under HIST or LEAD; meets Division 1 requirement if registration is under CLAS

Attributes: HIST Group C Electives - Europe and Russia; HIST Group P Electives - Premodern; LEAD Facets or Domains of Leadership;

Fall 2018
LEC Section: 01  MR 2:35 pm - 3:50 pm  Kerry A. Christensen

LEAD 325 (S) The Roosevelt Style of Leadership

Crosslistings: LEAD325 / HIST358

Primary Crosslisting

In this seminar, we will study the political and moral leadership of Theodore, Franklin and Eleanor Roosevelt. The three Roosevelts transformed and expanded the role of government in American society, bringing about fundamental and lasting change. What were their leadership strategies and styles? How did TR and FDR differ in their approaches to leadership? Were TR's "Square Deal" and FDR's "New Deal" similar? How did Dr. New Deal become Dr. Win-the-War? How did they balance political deal-making with bold, principled leadership? What kind of leadership role did Eleanor Roosevelt play? In addition to studying biographies, their writings and speeches, we will do research using the Proquest data base of historical newspapers, to see history as it was being made.

Class Format: seminar

Requirements/Evaluation: evaluation based on participation in class discussions, oral reports, two research papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; courses in Leadership Studies and American Political Science and American History are very helpful for admission to this seminar

Enrollment Limit: 15

Enrollment Preferences: Leadership Studies concentrators and students with a background in American history and Political Science

Expected Class Size: 15

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2019
LEAD 327 (S) Leadership and Strategy  (WI)

Crosslistings: PSCI327 / LEAD327

Secondary Crosslisting

This class is about the role of leaders and statecraft in international relations. In particular, this course examines the relationship between political and military objectives. The aim is to identify and analyze the principal structural and situational constraints—both foreign and domestic—that limit leaders' freedom of action, and which they must manage effectively to achieve their diplomatic and military goals. The course integrates theoretical perspectives related to a range of international security issues—including the causes of war, alliance politics, nuclear strategy, deterrence, coercion, reassurance, misperception, and credibility concerns—with illustrative case studies of decision-makers in action. The basic structure of the class is interdisciplinary; the goal of this approach is to utilize key conceptual arguments to gain greater leverage for the examination of major historical decisions in national security policy. Students will be asked to analyze and evaluate the strategic choices we examine, as well as the process by which they were reached. The primary objective of the course is for students to improve dramatically their understanding of the role of leaders and strategic choice in international relations.

Class Format: seminar

Requirements/Evaluation: active class participation, two 6-8 page papers, and a final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Political Science Majors and Leadership Studies concentrators

Expected Class Size: 15

Distributions: (D2) (WI)

Attributes: LEAD Facets or Domains of Leadership; PSCI International Relations Courses;

Not offered current academic year

LEAD 330 (F) Ethics, Scandals & Leadership

Unfortunately, ethical scandals are and always have been a regular occurrence in all walks of life throughout the world. Oftentimes a scandal results simply from the actions of an isolated individual, be it a corrupt politician, businessman, coach, or any other individual who is in a position to benefit from an unethical action. Perhaps even more troublingly, sometimes all or parts of an organization can become mired in a scandal that requires the witting or unwitting complicity of not only corrupt individuals, but also many others who are regarded by their friends and families—and who consider themselves—ethical people. Occasionally, a scandal even involves cooperation among a number of organizations, as in the case of the tobacco industry's concerted denial of the dangers of smoking for decades, thereby expanding the number of otherwise ethical individuals complicit in the unethical action. The focus of this course is twofold. The first objective is to understand the role of leadership at all levels in causing or failing to prevent such scandals. The second is to explore how organizations can best protect themselves from unethical and/or ineffective leaders, and how ethical leaders can best discourage unethical behavior within their organizations.

Class Format: seminar for the first half of the course, tutorial for the second-half

Requirements/Evaluation: active class participation, several papers of varying lengths, and optional final presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: Leadership Studies concentrators and those who have taken LEAD125/PSCI 125 and/or LEAD 295

Expected Class Size: 12

Distributions: (D2)

Attributes: LEAD Ethical Issues of Leadership

Fall 2018

SEM Section: 01    TF 2:35 pm - 3:50 pm     Chip Chandler
LEAD 336 (S)  Science, Pseudoscience, and the Two Cultures  (WI)
Crosslistings: LEAD336 / ASTR336 / HSCI336

Secondary Crosslisting

A famous dichotomy between the sciences and the humanities, and public understanding of them, was laid down by C. P. Snow and has been widely discussed, with ignorance of the second law of thermodynamics compared with ignorance of Shakespeare. In this seminar, we will consider several aspects of science and scientific culture, including how scientific thinking challenges the claims of pseudoscience. We will consider C. P. Snow and his critics as well as the ideas about the Copernican Revolution and other paradigms invented by Thomas Kuhn. We will discuss the recent "Science Wars" over the validity of scientific ideas. We will consider the fundamental originators of modern science, including Tycho, Kepler, Galileo, and Newton, viewing their original works in the Chapin Library of rare books and comparing their interests in science with what we now call pseudoscience, like alchemy. We will review the history and psychology of astrology and other pseudosciences. Building on the work of Martin Gardner in Fads and Fallacies in the Name of Science, and using such recent journals as The Skeptical Inquirer and The Scientific Review of Alternative Medicine, we consider from a scientific point of view what is now called complementary or alternative medicine, including both older versions such as chiropractic and newer nonscientific practices. We will discuss the current global-climate-change deniers and their effects on policy. We discuss vaccination policy. We consider such topics as GM (genetically modified) foods, the safety and regulation of dietary supplements, and the validity of government and other recommendations relevant to the roles of dietary salt, sugar, and fat in health. We consider the search for extraterrestrial intelligence (SETI) and reports of UFO's and aliens. We consider the possible effects that superstitious beliefs have on the general public's cooperation in vaccination programs and other consequences of superstition. We will discuss conspiracy theories such as those about the Kennedy assassination, in view of the 2017 release of many documents from the time and the recent book by Alexandra Zapruder, the granddaughter of the person whose on-the-spot movie documented the fatal shot. We also consider a range of dramas that are based on scientific themes, such as Tom Stoppard's Arcadia and Michael Frayn's Copenhagen.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on biweekly 5-page papers, participation in discussions, and a 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: juniors and seniors and to those with backgrounds in science, history of science, or philosophy.

Expected Class Size: 12

Department Notes: non-major course; does not count toward ASPH, ASTR or PHYS major

Distributions: (D3) (WI)

Distribution Notes: meets Division 3 requirement if registration is under ASTR; meets Division 2 requirement if registration is under HSCI or LEAD

Attributes: SCST Elective Courses;

Not offered current academic year

LEAD 348 (S)  The Black Radical Tradition  (WI)
Crosslistings: LEAD348 / PSCI348 / AFR348

Secondary Crosslisting

The black radical tradition is a modern tradition of thought and action begun after transatlantic slavery's advent. Contemporary social science and the humanities overwhelmingly portray it as a critique of black politics in the latter's liberal, libertarian, and conservative forms. This tutorial unsettles that framing, first by situating the black radical tradition as a species of black politics, and second through expanding the boundaries of black politics beyond the United States. Central to the black radical tradition's architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; meaning of "radical"; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics. We begin with examinations of these central notions and debates, and then move to investigations of the political thought of four key late modern Afro-Caribbean and African-American thinkers within the tradition: Walter Rodney, Sylvia Wynter, Cedric Robinson, and Angela Davis.

Class Format: tutorial

Requirements/Evaluation: attendance; five 5-page essays, five 2-page critiques, and one 1-page essay for the final class

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to all

Enrollment Limit: 10
**LEAD 355 (S) American Realism: Kennan, Kissinger and the American Style of Foreign Policy** (WI)

Crosslistings: PSCI355 / LEAD355

Secondary Crosslisting

George Kennan is widely considered to be the author of the containment strategy that ultimately won the Cold War. Henry Kissinger served as National Security Advisor and Secretary of State. In addition to their distinguished careers in government, both men have published well regarded and popular scholarship on various aspects of American foreign policy, international relations, and nuclear weapons. This tutorial will first examine the nature of their relationship to both Realist and Wilsonian perspectives on American foreign relations. We will then examine their experiences as strategists and policymakers during the most crucial moments of the Cold War. One of the key questions we will seek to answer is why Kennan and Kissinger disagreed on so many important issues, ranging from the Vietnam War to the role of nuclear weapons, despite their shared intellectual commitment to Realism. Finally, we will also examine some of the more recent biographies of both men, including John Lewis Gaddis’s Pulitzer prize-winning *George F. Kennan: An American Life* and Niall Ferguson’s *Kissinger: 1923-1968: The Idealist*.

Class Format: tutorial

Requirements/Evaluation: five 6-page papers, five 2-page response papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Political Science majors, Leadership Studies concentrators (foreign policy track), and History majors.

Expected Class Size: 10

Distributions: (D2) (WI)

Attributes: LEAD Facets or Domains of Leadership; LEAD American Foreign Policy Leadership; PSCI International Relations Courses;

Not offered current academic year

**LEAD 360 (F) The Political Thought of Frantz Fanon** (WI)

Crosslistings: PSCI370 / LEAD360 / PHIL360 / AFR360

Secondary Crosslisting

Martinican psychiatrist, philosopher, and revolutionary Frantz Fanon was among the leading critical theorists and Africana thinkers of the twentieth century. Fanon ushered in the decolonial turn in critical theory, a move calling on those both within and outside of Europe to challenge the coloniality of the age and to forge a new vision of politics in the postcolonial period. This course is an advanced seminar devoted to a comprehensive examination of Fanon’s political thought. We will begin with an analysis of primary texts by Fanon and end by considering how Fanon has been interpreted by his contemporaries as well as activists and critical theorists writing today.

Class Format: seminar

Requirements/Evaluation: evaluation will be based upon attendance and participation, weekly online reading response papers, a class presentation, two 7-page essays, and one 20-page final research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Africana Studies concentrators, Leadership Studies concentrators, and Political Science majors

Expected Class Size: 10
LEAD 362 (F) The Wilsonian Tradition in American Foreign Policy  (WI)
Crosslistings: LEAD362 / PSCI362
Secondary Crosslisting

During and after the First World War, President Woodrow Wilson developed an approach to international relations that challenged the dominant assumptions of Realism. Instead of a world order marked by alliances, arms races, and wars, Wilson offered a vision of a peaceful world and the rule of international law. While America ultimately rejected the League of Nations, the Wilsonian tradition has continued to exert a powerful influence on scholars and policymakers. This tutorial will intensively examine Wilson's efforts to recast the nature of the international system, the American rejection of his vision after the First World War, and the reshaping of Wilsonianism after the Second World War. We will spend equal time in the tutorial on both the theoretical and historical dimensions of Wilsonianism.

Class Format: tutorial
Requirements/Evaluation:  4 papers of 7-8 pages and response papers
Extra Info:  may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites:  PSCI 120, 202, or permission of instructor
Enrollment Limit:  10
Enrollment Preferences:  Political Science majors and Leadership Studies Concentrators (Kaplan track)
Expected Class Size:  10
Distributions:  (D2) (WI)
Attributes:  LEAD American Foreign Policy Leadership;  PSCI International Relations Courses;
Not offered current academic year

LEAD 367 (S) The Politics of American National Security
Crosslistings: LEAD367 / PSCI367
Secondary Crosslisting

Liberal democracies face the challenge of establishing effective civil-military relations in order to protect and promote their cherished way of life while preserving civilian control of the armed forces. A lot is at stake in getting it right -- everything from national survival to the preservation of liberty. In the process, countries must decide on policies for the armed forces: should they be forced to adopt the values of the society they protect, and should the military be used to drive social change in the country? This course provides an extensive examination of American civil-military relations from the Founding era to the current day. The constitutional, legal, and theoretical frameworks for civil-military relations are explored to set the conditions for students to assess contemporary US grand strategy and the merits and consequences (including moral-ethical) of using military force to achieve political ends. The course concludes with a section on the future of American civil-military relations.

Class Format: seminar
Requirements/Evaluation:  three analytical essays (3500 words each) and class participation
Extra Info:  may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites:  none
Enrollment Limit:  18
Enrollment Preferences:  PSCI majors and LEAD concentrators
Expected Class Size:  18
Distributions:  (D2)
Attributes:  LEAD Facets or Domains of Leadership;  LEAD American Foreign Policy Leadership;  PSCI International Relations Courses
LEAD 369 (S)  The Crisis of Leadership
Crosslistings: PSCI369 / LEAD369

Primary Crosslisting

It is now a commonplace that the liberal democracies of Europe and North America (and beyond) are facing a "crisis of leadership." In country after country, champions of cosmopolitan values and moderate reform are struggling to build sufficient popular support for their programs. These failures have created space for a politics of populism, ethno-nationalism, and resentment--an "anti-leadership insurgency" which, paradoxically, has catapulted charismatic (their critics would say demagogic) leaders to the highest offices of some of the largest nations on earth. In this course, we will seek to understand the challenges liberal, cosmopolitan leadership has encountered in the 21st century and the reasons why populist, nationalist leadership has proven resurgent. We will begin by examining institutional constraints facing political leaders: globalization, sclerotic institutions, polarization, endemic racism, and a changing media environment. Then we will look at some important factors which shape how followers approach would-be leaders: inequality and economic precarity; identity and group consciousness; notions of membership, community, and hierarchy; and declining local institutions. Our primary questions will be these: Why is transformative leadership so difficult today? How does political leadership in the 21st century differ from leadership in earlier eras? What conditions are necessary to sustain effective leadership in the contemporary world?

Class Format: seminar
Requirements/Evaluation: class participation, regular response papers, research proposal, research paper
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Extra Info 2: this is a research course; the primary written assignment will be a research paper which students will develop over the course of the semester
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: Political Science majors, Leadership Studies concentrators
Expected Class Size: 14
Distributions: (D2)
Attributes: LEAD American Domestic Leadership

Not offered current academic year

LEAD 382 (F)  The Great War, 1914-1918  (WI)
Crosslistings: LEAD382 / HIST482

Secondary Crosslisting

During the nineteenth and early twentieth century Europeans and their immediate offspring created the modern world. European industry, science, trade, weapons, and culture dominated the globe. After a century of general peace the continual "progress" of Western Civilization seemed assured. Then, in August, 1914, the major European powers went to war with one another. After four years of unprecedented carnage, violence, and destruction, Europe was left exhausted and bitter, its previous optimism replaced by pessimism, its world position undermined, and its future clouded by a deeply flawed peace settlement. What were the fundamental causes of the Great War? How and why did it break out when it did and who was responsible? Why was it so long, ferocious, wasteful, and, until the very end, indecisive? Why did the Allies, rather than the Central Powers, emerge victorious? What did the peace settlement settle? How was Europe changed? What is the historical significance of the conflict?

Class Format: tutorial
Requirements/Evaluation: paper or critique every week
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: senior History Majors
Expected Class Size: 10
Distributions: (D2) (WI)
LEAD 389 (S) The Vietnam Wars
Crosslistings: HIST389 / LEAD389 / ASST389
Secondary Crosslisting
This course explores Vietnam’s twentieth century wars, including an anti-colonial war against France (1946-1954), a massive Cold War conflict involving the United States (1965-1973), and postcolonial confrontations with China and Cambodia in the late-1970s. Course materials will focus primarily on Vietnam’s domestic politics and its relations with other countries. Lectures, readings, films, and discussions will explore the process by which Vietnam’s anti-colonial struggle became one of the central conflicts of the Cold War, and examine the ramifications of that fact for all parties involved. The impact of these wars can hardly be overstated, as they affected the trajectory of French decolonization, altered America’s domestic politics and foreign policy, invigorated anti-colonial movements across the Third World, and left Vietnam isolated in the international community. Students will read a number of scholarly texts, primary sources, memoirs, and novels to explore everything from high-level international diplomacy to personal experiences of conflict and dramatic social change wrought by decolonization and decades of warfare.
Class Format: seminar
Requirements/Evaluation: class participation, several short papers, and a 10- to 12-page final paper
Prerequisites: none; open to all
Enrollment Limit: 25
Enrollment Preferences: History and Asian Studies majors
Expected Class Size: 15-20
Distributions: (D2)
Attributes: HIST Group B Electives - Asia; HIST Group F Electives - U.S. + Canada; LEAD American Foreign Policy Leadership

LEAD 397 (F) Independent Study: Leadership Studies
Leadership Studies independent study. Permission of the chair of Leadership Studies required.
Class Format: independent study
Distributions: (D2)

LEAD 398 (S) Independent Study: Leadership Studies
Leadership Studies independent study. Permission of the chair of Leadership Studies required.
Class Format: independent study
Distributions: (D2)

LEAD 402 (F) The Art of Presidential Leadership
In this seminar, we will focus on the leadership skills, strategies, successes and failures of some of the greatest American presidents--Washington, Jefferson, Theodore Roosevelt, FDR, Reagan--as well as some of the most controversial--Lyndon Johnson and Nixon. We will investigate how these presidents developed as leaders before as well as after their election to the presidency. How did they determine their goals and assemble their leadership teams? How did they mobilize followers and connect with them? What challenges did they face and what principles guided them? What failures did they meet and why? Readings will include correspondence, speeches, and biographies. Students will make extensive use the Proquest data base of historical newspapers to study history as it was being made.

Class Format: seminar

Requirements/Evaluation: evaluation based on three papers, several class presentations, and active participation in all discussions

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: LEAD 125 or permission of instructor

Enrollment Limit: 15

Enrollment Preferences: Leadership Studies concentrators and students with background in American history and Political Science

Expected Class Size: 15

Distributions: (D2)

Attributes: LEAD Facets or Domains of Leadership

Fall 2018

SEM Section: 01  W 1:10 pm - 3:50 pm  Susan Dunn

LEAD 464 (S) The United States and the Vietnam War

Crosslistings: LEAD464 / HIST464

Secondary Crosslisting

U.S. involvement in Vietnam affected nearly every aspect of American life, including the country's overall foreign policy, its military strategy, the relationship between various branches of government, the nation's political trajectory, the role of media in society, youth culture, race relations, and more. This seminar explores America's war in Vietnam and its dramatic ramifications at home and abroad. We will evaluate the Vietnam War era as a turning point in U.S. history--and in the role of the U.S. in the world--by reading and discussing a number of scholarly works on domestic and international aspects of the conflict. Students will develop an original research topic and research and write a 20- to 25- page paper, based in primary sources, on one aspect of America's Vietnam War.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a 20- to 25-page research paper

Enrollment Limit: 15

Enrollment Preferences: advanced History majors

Expected Class Size: 10-15

Distributions: (D2)

Attributes: HIST Group F Electives - U.S. + Canada; LEAD American Foreign Policy Leadership

Not offered current academic year