DPI-720: Leaders and Leadership in History

Moshik Temkin

Fall 2016

Tuesday and Thursday, 10:15-11:30 a.m.
Littauer Building 280

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Course Description:

Do leaders make history or does history make leaders? This course will address this core question by focusing on leaders and leadership in particularly trying historical circumstances. How did certain women and men arrive at leadership positions? What choices and decisions did they make in difficult situations? How do we evaluate their successes or failures? What makes them stand out (for better or worse) or recede from memory over time? What kinds of lessons can we learn from their careers? We will address these questions through a critical examination of a series of (mostly) twentieth-century historical cases. Some leaders are considered unquestionable successes and others partial or even abject failures. In some cases, these were national or world leaders; in other cases, these were unsung or informal leaders. We will also look at social and cultural leadership, group leadership, reluctant leadership, self-defeating leadership, non-heroic leadership, and dissenting or revolutionary leadership. Drawing on examples from the United States and around the world, the goal of the course is to permit you to become more self-conscious, historically-minded, and reflective in thinking about leadership—your own and that of others—in a variety of public, political, and policy settings.
Course Overview

I. Introduction (Sep. 1, Sep. 6, Sep. 8)
II. Leadership in the U.S. Suffrage Struggle (Sep. 13, Sep. 15)
III. Leadership in the “Sacco-Vanzetti Crisis” (Sep. 20, Sep. 22)
IV. Leadership and Intervention: The Spanish Civil War (Sep. 27, Sep. 29)
V. Leadership Challenged: FDR and the Perils of Depression (Oct. 4, Oct. 6)
VI. Leadership and Sacrifice: The French Resistance in WWII (Oct. 11, Oct. 13)
VII. Leadership and World War: Pearl Harbor and Hiroshima (Oct. 18, Oct. 20)
VIII. Leadership and Tyranny: Trujillo and the Dominican Republic (Oct. 25, Oct. 27)
IX. Insurgency, Counterinsurgency, Leadership: Battle of Algiers (Nov. 1, Nov. 3)
X. Leadership and Revolution: From Malcolm X to Fela Kuti (Nov. 8, Nov. 10)
XI. Leadership and Disaster: The American War in Vietnam (Nov. 15, Nov. 17)
XII. How Is a Leader Remembered? From Gandhi to Thatcher (Nov. 22, Nov. 29)
XIII. Conclusions (Dec. 1)

Course Readings and Films

Class readings can be found on Canvas, at the COOP, or the HKS library. The two following books should be purchased (either hard copy or e-book):

* Moshik Temkin, *The Sacco-Vanzetti Affair: America on Trial* (Yale, 2011)

We will also use parts of the following books (you do not need to purchase copies, though you may wish to). All books will be made available at the HKS library and at the COOP, and the assigned pages will be available on Canvas:


Nobutaka Ike, ed., *Japan’s Decision for War: Records of the 1941 Policy Conferences* (Stanford, 1967)


Fredrik Logevall, *Choosing War: The Lost Chance for Peace and the Escalation of War in Vietnam* (California, 2001)

Malcolm X, *The Autobiography of Malcolm X, as told to Alex Haley* (Ballantine, 1965)


George Orwell, *Homage to Catalonia* (1938)

Robert O. Paxton, *Vichy France: Old Guard and New Order, 1940-1944* (Columbia, 1972)


Richard J. Samuels, *Machiavelli’s Children: Leaders and their Legacies in Italy and Japan* (Cornell, 2003)


NOTE ON FILMS: Over the course of the semester we will screen five films, indicated below in the course outline. We have scheduled class screenings and there will also be a copy of each film in the HKS library reserves. All these films are compelling, entertaining, and mandatory. If you cannot make the class screening, you must make arrangements to watch these films on your own before the ensuing class meeting. These films are also available via such services as Netflix, Amazon, and iTunes. Some can also be found on YouTube.

**Course Requirements:**

* The course combines lectures, discussion, individual writing, and group work. Some class meetings will consist mostly of lectures that provide historical background and perspective for the topic at hand, while other meetings will be devoted mostly or entirely to discussion, review, group work, and/or debate. Still other meetings will be divided between (or combine) lecture and discussion. Student preparation, participation, and interaction are the keys to an effective and rewarding course. **Students are expected to attend all class meetings, arrive to class on time, treat each other with respect and courtesy, and be fully prepared to discuss the day’s assignment.** Your adherence to these rules will have a direct bearing on your grade.

* The course website will contain most of the readings and other materials of relevance to the course. It is your responsibility to check the website on a regular basis, along with your HKS email – through which my assistants or I will communicate with you directly. You are encouraged to make use of the website, in particular its discussion board feature, to post ideas and items of interest to the class, comment on readings, films, and/or discussions, and continue the class discussion by other means.

* I strongly suggest that if you are interested in this course, you register for it as early as possible, as space fills fast. Depending on space, non-HKS students, at Harvard or elsewhere, may register at my discretion and will have the same requirements as HKS students. Auditors are welcome if space allows.

* Coursework will consist of the following assignments:

1. A weekly report (no more than 1-2 pages) summarizing your position on the leadership issue discussed in class. Taking into account the lecture on the topic, the class discussion, and the readings and/or films, you should take a position on the central dilemma at the heart of the issue (as you see it), and defend that position in light of the historical circumstances. The reports should be posted on Canvas by Monday at 9 a.m. These reports are not graded, but are an integral
part of class participation. Late submission (or failure to submit) will have an adverse effect on your grade. We will discuss this assignment at the beginning of the course.

2. A midterm paper (5-6 pages) on leadership in Mario Vargas Llosa’s *The Feast of the Goat*. We will discuss this assignment in class. The paper will be due October 28.

3. A final paper (10-12 pages) on a topic of your choosing. For this paper you will conduct basic research in order to produce an insightful, well-founded argument about the role history plays in the creation and development of leadership, as well as the role that leaders and leadership play in history. We will discuss this assignment in class. A two-page proposal including an outline and a basic bibliography is due on November 17. The final paper is due December 8 by 4 p.m. A hard copy should be delivered to Liz Steffen at Taubman 471.

* Grading for the course will be based 40% on overall class participation (including the weekly reports and group work), 15% on the midterm paper, and 45% on the final paper.

NOTE: all written work should conform to the following technicalities: single-sided, numbered, 12-point Times New Roman font, double-spaced. Leave a one-inch margin on both sides of the page. Do not justify text; ragged right margins are preferred. Use minimal formatting. Include your name and a title for all papers, including the weekly reports. The final paper should employ footnotes (not endnotes) and include a bibliography. The final paper should conform to the stylistic guidelines of the *Chicago Manual of Style*, available online via the Harvard libraries website at [http://www.chicagomanualofstyle.org.ezp-prod1.hul.harvard.edu/home.html](http://www.chicagomanualofstyle.org.ezp-prod1.hul.harvard.edu/home.html)

**Classroom Policies and Etiquette**

* All written work for this course must be appropriately referenced and cited. Students seeking guidance regarding proper citation and academic honesty should see the HKS academic code, which can be found here: [https://www.hks.harvard.edu/degrees/registrar/procedures/integrity](https://www.hks.harvard.edu/degrees/registrar/procedures/integrity). If you still have questions as to whether or not you have used citation properly, please speak with me before turning in your written assignment.

* The consumption of foodstuffs and the use of tablets, smartphones, and other addictive and distracting electronic devices in class are not allowed. Laptops may be used only in case of a justified need. If you have been authorized to use a laptop, *make sure you are disconnected from the Internet*. Your phone must be shut off at the start of class.
Course Outline and Schedule

I. Introduction

September 1: General Introduction

   No reading.

September 6: What can history teach us about leadership? What can leaders teach us about history?

   Reading: Samuels, “Why Leaders Matter”, in Machiavelli’s Children, 1-10; Machiavelli, The Prince, chapters XV and XVII; The Bible, Samuel II, chapters 11-18 (inclusive)

September 8: Models of leadership on 9/11


II. Leadership in the U.S. Suffrage Struggle

September 13: Women in America’s Unfinished Democracy

   Reading: Keyssar, The Right to Vote, 172-222

September 15: Alice Paul vs. Carrie Chapman Catt: How to Fight for the Vote?

   Adams and Keene, Alice Paul and the American Suffrage Campaign, 191-241

III. Leadership in the “Sacco-Vanzetti Crisis”

September 20: What was at stake in the Sacco-Vanzetti affair?

   Reading: Temkin, The Sacco-Vanzetti Affair, 9-57
September 22: The execution of Sacco and Vanzetti: Debating the role of leadership

*Reading:* Temkin, *The Sacco-Vanzetti Affair*, 58-100; 141-180

IV. The Spanish Civil War, 1936

September 27: What did the Spanish Civil War Mean?

*Reading:* Orwell, *Homage to Catalonia*, 46-71

Film screening: *Land and Freedom* (1995; Director: Ken Loach)

September 29: Intervention or No Intervention? France’s Leon Blum faces the war


V. Leadership Challenged: FDR, Huey Long, and the Perils of Crisis

October 4: The Presidency and the Great Depression

*Reading:* Richard Hofstadter, *The American Political Tradition*, 411-444

Film Screening: *All the King’s Men* (1948; Director: Robert Rossen)

October 6: FDR and his Challengers: The Case of Huey Long

*Reading:* Brinkley, *Voices of Protest*, 8-14, 22-35, 57-74, 79-81, and 143-165

VI. Leadership and Sacrifice: The Resistance in WWII

October 11: Leadership and resistance in wartime Europe
Reading: Paxton, *Vichy France*, 38-45, 291-298

Film screening: *Army of Shadows* (1969; Director: Jean-Pierre Melville)

October 13: What can the French Resistance teach us about leadership?

Group discussions. No reading. (Make sure to view *Army of Shadows*)

VII. Leadership and the Pacific War

October 18: Japanese leadership and the attack on Pearl Harbor

Reading: Bess, *Choices Under Fire*, 42-58; Ike, *Japan’s Decision for War*, 262-283

October 20: U.S. leadership and the bombing of Hiroshima and Nagasaki

Reading: Bess, 198-253

VIII. Leadership, Dictatorship, and Absolute Power

October 25: The Case of Rafael Trujillo and the Dominican Republic


October 27: How to Survive in Trujillo’s World?

No reading (Midterm paper due October 28)

IX. Insurgency and Counter-Insurgency: The Battle of Algiers

Nov 1: Leadership in the Era of Decolonization
Reading: Westad, *The Global Cold War*, 38-72

Film screening: *The Battle of Algiers* (1966, Director: Gillo Pontecorvo)

Nov 3: What Lessons on leadership in the Algerian War?

X. Leadership, Dissent, and Revolution

Nov. 8: Civil Rights Leadership in America: Malcolm X and MLK

   Reading: *The Autobiography of Malcolm X*, chapters 17-19; HKS case study, “Malcolm X” (course website)

Nov. 10: Fela Kuti and Afro-beat: Leadership and Music

   Reading: Veal, *Fela*, 121-166

   Film screening: *Music is the Weapon* (1982; Directors: Stéphane Tchalghadjieff & Jean-Jacques Flori)

XI. Leadership and Disaster: The Vietnam War

Nov. 15: The Vietnam War and US Leadership

   Reading: Logevall, *Choosing War*, 375-413


Nov. 17: Robert McNamara: “The Best and the Brightest”?

   No reading. (Final paper proposal is due)
XII. How are leaders remembered?

Nov. 22: Gandhi vs. Ambedkar: Clash of Icons in India


Nov. 29: Margaret Thatcher: “The Lady’s Not for Turning”

*Reading:* Judt, *Postwar*, 535-547; Materials in file “Margaret Thatcher” on class website

XIII. Conclusions

Dec. 1: Concluding Discussion

*No reading!*

Dec. 8: Final Papers due