

Macalester College

GLOBAL LEADERSHIP

(Intl 380–01)

Spring, 2017

Carnegie Hall 411

Professor: Dr. Ahmed I. Samatar
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Enlightened People are able to criticize rulers when they see a fault, because they are mindless of reprisal. They are able to defer to the wise when they see them, because they are mindless of social status.

---*The Book of Leadership and Strategy: Lessons of the Chinese Masters*
(Translated by Thomas Cleary), p. 9.

That some should rule and others be ruled is a thing, not only necessary, but also expedient; from the hour of their birth, some are marked out for subjection, some for rule.

-- Aristotle, *Politics* p. 596.

Without the vision of a goal, a leader cannot manage her/his own life, much less the lives of her/his people.

-- Genghis Khan

In truth, O Listeners, this is the most close-linked chain of events—from the conviction of desiring to help human society is born duty, from repeated duty is created the reputation of virtue, from that reputation of virtue the praise of the good follows, from the praise of the good men [and women] by necessity the power of leadership emerges, then honors, riches, and followers.

-- Giambattista Vico, *On Humanistic Education*, p. 102.

Ummadiba Maruunbay Heshu Macalinkaydii (Fortunate is the community that, sometime in its history, gets its sage).

-- Somali Grand Poet Abdillahi Suldan Mahamed (Timaade)

I. Course Description

A. Purpose

Leadership is amongst the oldest and most recurring features in the making of associational life. From large civilizations, learned, artistic, and scientific groups, to communal, religious, business, labor, and sports communities, to all forms of political organizations, leadership has always been central to effective collective action. More immediately, in the epoch of compounding and complex global change, the challenge of knowing what, why, when, how, and with whom to act to accomplish worthy tasks within a community requires, among others, conscience and competence — two basic attributes that could enable one to both *lead* and *follow*, depending on the circumstances. From another angle, the forces and processes of globalization, particularly since the demise of the Cold War, seem to present us with an intimidating paradox: individual/collective intimacies across cultures and civilizations that at once defy categorical separateness yet stimulate, if not embolden, distinctiveness and dissimilitude. How to successfully engage such a powerful contradiction underscores the necessity for an effective leadership at numerous scales. Consequently, what it takes to make a worthy difference in the common journey of various versions of what the ancients had called *the good life* through *civic virtue* in one's context is the primary sentiment that undergirds the course.

This course, therefore, explores the concept of leadership. The fundamental purpose is to make it possible for members of the course to become acquainted with a sample of how varied civilizations/cultures and specific individuals have thought about the phenomenon of leadership. We will compare these perspectives and recommendations; examine the lives of leadership of four individuals from different zones of the world; and relate the various insights to the course participants' own time, values, and the preparations for a future that can only be both more intense locally and more demanding globally.

B. Strategy

If, in the beginning, as the great religions tell us, it was the word, in the academy it was the **question**. In the course, then, below are the four concerns (perhaps some we have forgotten to pose!) that will direct our explorations:

- What is leadership and is it necessary?
- Are leaders made or born?
- Is a typology of leadership possible?
- What are the relationships between leadership and civic challenges?
- How do we assess the impact of a leader?

Within the scope of a dozen weeks, it is **not** possible to exhaust even a small portion of the publications and practices that relate to leadership produced in one culture or

civilization, let alone undertake a comprehensively comparative tack. On the contrary, the core of this seminar focuses on representative works from four civilizations/cultures: Asian (Indian), USA/European, Native American, and Afro-World. Throughout the semester, the proceedings will keep an eye on the perennially difficult task of discerning the relationships between *structure* and *agency* as well as these pivotal concepts: vision and realism; probity and perfidy; love and fear; and decisiveness and flexibility.

We will conclude the semester with student projects that will focus on an individual (from near or far, past or present, public or private sector), chosen early by each student, who has had significant influence and impact in their domain.

The material for the seminar is organized into the following six sections:

1. Syllabus Review and Introductory lectures.
2. Representation: USA/Pan Africa.
3. Representation: Eastern Mediterranean/Islamic World.
4. Representation: South America.
5. Representation: USA/Business.
6. Final Project.

A note of caution: While the readings and the general orientation of the course are hoped to be broad and accessible to students from different disciplinary backgrounds, the materials may not meet the optimum test of comprehensiveness called forth by transdisciplinarity. Despite this and other shortcomings, however, members of the seminar are strongly urged **not** to hesitate to bring their intellectual proclivities and wares to the concerns of the semester. In the end, we will strive toward **integrative thinking** — that is, a strategy of keeping the particulars and the whole together through a disciplined dialectical oscillation between theoretical abstraction and historical concreteness.

Code of the Semester: Stay attentive, participatory, respectful of the mind, and on top of all assignments.

II. Texts (available at the College Bookstore)

Clark, Victor. *Salvador Allende: Revolutionary Democrat*, London: Pluto Press, 2013.

Hanioglu, Sukru. *Ataturk: An Intellectual Biography*, Princeton: Princeton University Press, 2011.

Isaacson, Walter. *Steve Jobs*. New York: Simon & Schuster, 2011.

Mullen, Bill. *W.E.B. DuBois: Revolutionary Across the Color Line*. London: Pluto Press, 2016.

III. Course Format and Requirements

We meet on Monday, Wednesday, and Friday (1:10–2:10 p.m.). The mainstays of the course are: sporadic lectures, biographical readings, student oral reports, collective discussions, an early and brief paper, an in-class mid-term examination on significant concepts covered thus far in the course, and a substantial comparative paper on TWO of the leaders we have studied.

A. Weekly Presentations and Discussion Format:

Every member will be expected to have completed the readings for the week. Moreover, *two* students (except on a few occasions) will be assigned to lead each session by doing the following:

1. Identify the principal argument(s) or point(s).
2. Isolate 3–4 concepts that you deem most *seminal* in the author's work and *explain* why, and their relationship to each other;
3. Relate the gist of the material to the preceding reading;
4. Articulate your reactions (be *specific* as well as brief); and
5. Set one question for general discussion.

Discussion leaders should prepare a typed outline (no more than two pages) that will accompany the presentation, and distribute it to the rest of the participants **before** the seminar begins. Each presentation must **NOT exceed Twenty minutes**. Full participation by everyone in the life of the seminar is a supreme requirement.

B. Requirements

1. Attendance: every unexcused absence will result in the **deduction** of three points from the final score.
2. Continuous class participation/oral presentations (20 points)
3. First paper (2,000 words, 20 points). The paper should include the following:
 - (a) Brief autobiographical notes.
 - (b) Definition of these concepts: Global and Leadership.
 - (c) Main reasons behind your decision to enroll in this course and, if different, what you anticipate that the course will add to your intellectual and personal growth at Macalester and beyond (be specific).
 - (d) An appropriate title page.

*****Due on TUESDAY, January 31, before 2:00 p.m., in the box by the door of my office (Carnegie, Fourth Floor).**

4. Mid-term Examination (30 points), **in-class**, on major concepts of the course covered thus far. **FRIDAY, March 10.**
5. Comparative Project (4,000 - 4,500 words, *excluding* notes and bibliography, 30 points).
 - (e) Set up an introductory segment.
 - (f) Identify the two volumes/lives of leadership you have chosen and explain the reasons behind your selection.
 - (g) Summarize the pivotal moments in each leader.
 - (h) Bring forth the major similarities and differences.
 - (i) Identify specific lessons (positive and negative) from each leader for those aspiring to leadership.
 - (j) Integrate the relevant readings and lectures from the course.
 - (k) Compose a fitting title page.

*****Final copy due MONDAY, MAY 1st, no later than 2:00 pm.**

Reminder and Caution: All papers must be typed, double-spaced, with the pages numbered. NO LATE PAPERS ARE ACCEPTED.

6. NO FINAL EXAMINATION FOR THIS COURSE.

IV. GRADING

100 – 95	=	A
94 – 90	=	A-
89 – 85	=	B+
84 – 80	=	B
79 – 75	=	B-
74 – 70	=	C+
69 – 65	=	C
64 – 60	=	C-
59 – 55	=	D

V. Course Schedule

A. *Introduction* (January 20, 23)

1. Review of Course Philosophy and Syllabus
2. Distribution of Assignments
3. Scope and Method(s)
 - (a) What is leadership?
 - (b) Is it important and why?
 - (c) What are the relationships between agency and structure/structuration, particularly in the age of globalization?
 - (d) How does one approach the phenomenon?
 - (e) Brief notes on the legacy of Nicolo Machiavelli.

B. *Leadership: Profile from America/Pan Africa.*

1. Du Bois, Part I (Jan.25, 27).
 - (a) Why Du Bois still matters..
 - (b) Childhood.
 - (c) Scholar Activist.

Required Reading: Mullen, *W.E.B. Du Bois*, pp. 1- 53.

Discussants: _____ ELO WITTIG _____

_____ CLARA WEBBY _____

2. Du Bois, Part II (Jan.30, Feb 1).
 - (a) The Russian Revolution.
 - (b) The Great Depression/Asia Turn.
 - (c) Pan Africanism.

Required Reading: Mullen, *W.E.B. Du Bois*, pp. 57-122.

Discussants: _____ NEIL WEHRLE _____

_____ ELI SMITH _____

3. Du Bois, Part III (Feb.3).
 - (a) Decolonization.

- (b) Cold War/Stalinism/Blacklist
- (c) Exile, Death, and Legacy
- (d) Lessons (Individual/Societal).

Required Reading: Mullen, *W.E.B. Du Bois* pp.123—151.

Discussants: ZACKARY ANDERSON

ERROL PHALO

C O L L E C T I V E R F L E C T I O N S (FEB. 6).

C. Leadership: Eastern Mediterranean/Islamic World (Feb.8, Feb. 10, 13)

1. Salonica.

- (a) Old City/Intersection of East and West.
- (b) Early Years.
- (c) The Young Turks.
- (d) The Great War.

Required Reading: Hanioglu, *Ataturk*, pp. 1- 85

Discussants: KALEB MAZUREK

KATHERINE ANDERSON

2. Ataturk Continued. (Feb.15, 17).

- (a) National Regrouping.
- (b) “Muslim Communism.”
- (c) The Secular Republic.
- (d) Lessons.

Required Reading: Hanioglu, *Ataturk*, pp. 86-159.

Discussants: KATELYN MILLER

GARRETT SCHOONOVER

3. Ataturk Continued (Feb.20, 22).
 - (a) Nationalism.
 - (b) Relations with the West.
 - (c) Transforming Islam.
 - (d) Lessons (Individual/ Societal).

Required Reading: Hanioglu, *Ataturk*. 161 232.

Discussants: NICHOLAS BASCUNAN-WILEY

ELO WITTIG

C O L L E C T I V E R E F L E C T I O N S (Feb. 24).

- D. Leadership: South America (Feb.27, March1).
 1. Salvador Allende.
 - (a) The Exception.
 - (b) Early Years.
 - (c) Political Maturity and Left Politics.

Required Reading: Clark, *Allende*, pp. 1-87.

Discussants: CLARA WEBBY

NEIL WEHRLE

2. Allende Continued (March 3, 6)
 - (a) Popular Unity.
 - (b) The Coup.
 - (c) Legacy.
 - (d) Lessons (Individual/Societal).

Required Readings: Clark, *Allende*, pp. 88-147.

Discussants: ELI SMITH

ERROL PHALO

C O L L E C T I V E R E F L E C T I O N S / R E V I E W (MARCH 8).

***** MID-TERM EXAMINATION (FRIDY, MARCH 10).**

******* S P R I N G B R E A K (MARCH 11-19).**

F. *Leadership*: USA/Business (March 20, 22,24).

1. Steve Jobs.

(a) Childhood and Early years.

(b) Explorations.

Required Reading: Isaacson, *Steve Jobs*, pp. 1- 107.

Discussant: KATHERINE ANDERSON

NICHOLAS BASCUAAN-WILEY

2. Jobs Continued (March 20, 22, 24).

(a) Birth of Macintosh.

(b) Jobs and Bill Gates.

(c) IBM

Required reading: Isaacson, *Steve Jobs*, pp. 108-249.

Discussant: KATELYN MILLER

GARRET SCHOONOVER

3. Job Continued (March 27, 29, 31).
 (a) Design Principles.
 (b) CEO.
 (c) Apple Stores.

Required Reading: Isaacson, *Steve Jobs*, pp. 250 -377.

Discussants: KALEB MAZUREK

ZACHARY ANDERSON

4. Jobs Continued (April 3, 5, 7, 10).
 (a) Connecting Dots.
 (b) iTunes and iPod.
 (c) Mortality/Legacy.
 (d) Lessons (Individual/Societal).

Required Reading: Isaacson, *Steve Jobs* pp. 378-577

Discussants: _____

G. C O L L E C T I V E R E F L E C T I O N S (April 12, 14).

H. Work on the Final Paper (April 17, 19, 21, 24, 26, 28).