

AD 72201. HIGH PERFORMERS: NEW MARKET LEADERS

Spring 2012 Tuesdays 6:45 pm to 8:30 pm

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Preferred Method of Contact: E-mail before 10:00 pm the night before class; phone calls to home or to BU numbers.

Office Hours: By appointment, preferably arranged a day or two in advance.

Course Description: At the start of this course we will *briefly* look at eighteenth and nineteenth-century American attitudes toward authority, meaning, success, and self-fashioning, and discuss how these values continue to influence our culture today. During the rest of the course we will then explore the lives and careers of leaders in different fields during the last half century or so. Our aims will be to come to a sense of what our contemporary understandings of power, management, performance, and success are; and to provoke reflection on our own situation as individuals living and working in early twenty-first-century America.

Format and Workload: This course is organized like a graduate seminar in the humanities. It is not a class or a lecture. Each week we will discuss the reading suggested for that week in the light of the students' own experiences and values. While students are expected to read most of the readings suggested, it is up to them to decide what to read and which parts of the works suggested to concentrate on. Similarly, even if a student has chosen not to read the suggested reading for a given week, he/she is expected to come to class prepared to contribute in some way to our discussion.

Requirements:

Papers: **Graduate students will write one 20-25 pp. essay, double-spaced with standard margins, exclusive of notes and bibliography. This will be due in class on 1 May.** The instructor will discuss options for this paper individually with each graduate

student in the context of his or her intellectual interests, overall plan of study, etc. This essay will count for 75% of the graduate student's final course grade. **All students are reminded that in writing their essays, they are expected to be familiar with Boston College's policy concerning academic conduct, as well as the course policy statement on the citation of sources, which is stapled to this syllabus.**

Examinations: **There will be no examinations.**

Class Participation: **Regular attendance and frequent participation in class discussions are required.** The frequency, intelligence, and quality of a student's participation will determine 25% of the final course grade.

Course Books: The following have been ordered with the Boston College Bookstore and are presumably available. As noted above, these are suggested, not required books. Students should skim them in the bookstore or on line or in the library and decide which ones they are most likely to want to focus on, and only buy those:

Horatio Alger, Ragged Dick, Or, Street Life in New York With the Boot Blacks (Signet Classic)

Karen De Young, Soldier: The Life of Colin Powell (Knopf)

Benjamin Franklin, The "Autobiography" and Other Writings (Signet-NAL/Dutton)

Doris Kearns Goodwin, No Ordinary Time: Franklin and Eleanor Roosevelt—The Home Front in World War II (Touchstone)

Katherine Graham, Personal History (Random House)

Walter Isaacson, Steve Jobs (Simon & Schuster)

Michael Lewis, Moneyball: The Art of Winning an Unfair Game (Norton)

Barack Obama, Dreams of My Father (Three Rivers Press)

Robert Reich, The Future of Success. Rev. Ed. with new intro. (Knopf)

James M. Washington, ed., Testament of Hope: The Essential Speeches and Writings of Martin Luther King, Jr. (Harper—San Francisco)

Jack Welch and John A. Bryne, Jack: Straight from the Gut (Warner Books)

Schedule of Course Meetings:

WEEK ONE (Jan. 17th): INTRODUCTION—THE MAKING OF THE AMERICAN SELF (I)

Introduces the course and presents the first of the two paradigms of authority and self-fashioning that developed in America before the Civil War: that of the visible saint. Reading: Handout from writings of John Winthrop and Mary Rowlandson.

WEEK TWO (Jan. 24th): VISIBLE SAINTS AND CONTEMPORARY LEADERSHIP

Uses the life of Martin Luther King, Jr. to explore the continued relevance of the first paradigm as a model for leadership in our own time. Reading: Washington, Testament of Hope, #1-4, 9-10, 13, 18, 22, 24, 35-38, 41, 45-48.

WEEK THREE (Jan. 31st): THE MAKING OF THE AMERICAN SELF (II)

Considers the second paradigm of authority in early American culture, that of the public-spirited entrepreneur, and its continuing hold on the nation's imagination. Reading: Franklin's Autobiography (esp. Parts I and II); Alger, Ragged Dick.

WEEK FOUR (Feb. 7th): THE SELF-MADE AMERICAN TODAY

Discusses Social Darwinism as a development of both paradigms and then analyzes Oprah Winfrey's self-fashioning and self-presentation, as well as her record of leadership and enterprise, in light of this history. Reading: Go to www.oprah.com and do an analysis of its contents. Pay particular attention to how this website fashions Oprah Winfrey's life and work, what values it espouses, what assumptions it makes, and how all of this fits in with the two paradigms of success that we have been discussing.

WEEK FIVE (Feb. 14th): NO CLASS

WEEK SIX (Feb. 21st): HISTORY AND CONTEMPORARY LEADERSHIP

Reads the life story of one of the most respected people in America in order to discuss the applicability of historical models to current experience in fields outside of business. Reading: De Young, Soldier.

WEEK SEVEN (Feb. 28th): WOMEN'S CAREERS, PAST AND PRESENT

Introduces the two main ideologies of gender in America since the industrial revolution: domesticity and feminism. Then looks at the life and career of the owner of *The Washington Post*, asking how representative it is of the recent transformation of women's role in society. Reading: Graham, Personal History.

WEEK EIGHT (Mar. 5th): SPRING VACATION

WEEK NINE (Mar. 13th): INTERPERSONAL RELATIONS AND LEADING (I)

Looks at the quintessential "insider," Franklin Delano Roosevelt, a politician of legendary skill and guile, at his moment of greatest challenge in order to investigate the more personal dimensions of management, leadership, and vision. Reading: Goodwin, No Ordinary Time.

WEEK TEN (Mar. 20th): INTERPERSONAL RELATIONS AND LEADING (II)

Looks at the “outsider”—by reason of gender, temperament, etc.—in the Roosevelt White House: Eleanor. Asks how she managed to garner effective influence and lead despite this initial status, in part through enhancing her interpersonal skills. Reading: Goodwin, No Ordinary Time.

WEEK ELEVEN (Mar. 27th): POLITICAL LEADERSHIP TODAY

Explores political leadership and management issues today using the case of our current president. Reading: Obama, Dreams of My Father.

WEEK TWELVE (Apr. 3rd): TWO CASE STUDIES OF ENTREPRENEURIAL SUCCESS (I)

Examines methods of successful management, leadership, and marketing in a relatively recently developed field. Reading: Isaacson, Steve Jobs.

WEEK THIRTEEN (Apr. 10th): TWO CASE STUDIES OF ENTREPRENEURIAL SUCCESS (II)

Examines the methods and results of the career of the controversial chairman of General Electric as the starting point for a discussion of the future of business leadership in more well-established fields. Reading: Welch, Jack.

WEEK FOURTEEN (Apr. 17th): HOLIDAY

WEEK FIFTEEN (Apr. 24th): UNDERSTANDING AND NEGOTIATING THE FUTURE OF SUCCESS

Discusses one blueprint for the way ahead as an occasion to reflect on what we have concluded from the course. Reading: Reich, The Future of Success (esp. Chps. 1-6, 8, 10, 12).

WEEK SIXTEEN (May 1st): A FINAL CASE STUDY AND GENERAL DISCUSSION

Provides students with a final opportunity to discuss success and leadership in an American industry and business culture today. Reading: Lewis, Moneyball.
GRADUATE PAPER DUE.

AD 72201 -- CITATION OF SOURCES

Students are reminded that they are expected in submitting written work to be aware of and to conform to Boston College's regulations concerning academic conduct. In particular, they must fully and accurately give credit to all sources used in the research and composition of their papers. In doing so, they are free to follow any standard system of bibliographical reference, provided that they do so consistently. In particular,

- 1). All direct quotations from primary or secondary sources must be set within quotation marks, accompanied **either** by a footnote or endnote giving the author, title, publication details, and specific page number of the quotation; **or** by a brief parenthetical reference within the body of the student's essay itself giving the source author's surname and the page number where the quotation may be found in the source, followed by the full citation of the source in a bibliography at the end of the paper.
- 2). All paraphrases (i.e., rephrasings putting material from primary or secondary sources in the student's own words) must likewise be cited as "Paraphrased from" in a footnote, endnote, or parenthetical reference with bibliography to follow, as in #1 above.
- 3). Similarly, unless they are "common knowledge" (e.g., that Columbus discovered America in 1492), all information and data derived from primary or secondary sources, including biographical facts and the like, must be cited as "Information from" in a footnote, endnote, or parenthetical reference with bibliography to follow, as in #1 above.

As noted in the syllabus, violations of these instructions and/or of Boston College regulations are subject to referral to the appropriate University authorities for further investigation and possible disciplinary proceedings.