



KAUTILYA SCHOOL OF PUBLIC POLICY

GITAM (Deemed to be University)

Rudraram, Patancheru Mandal

Hyderabad, Telangana 502329

Course Code: PPOL6091	Course Title: Leaders and Leadership in History	
Trimester: 2	Course Type: Core	Credits: 3
Home Program(s): MPP	Batch/Academic Year: 2023-2025	
Course Lead: Prof. Moshik Temkin	Assigned T/RA: Ms. Rituja Ghosh	

Course Description and Objectives

As the world experiences unprecedented crises and challenges, affecting virtually every society in every part of the planet, people are anxious for leaders to guide them through them. But what sort of leadership is necessary to face our current and future challenges? What does history teach us about the ingredients and requirements for successful, even transformational leadership? How did we arrive at the point we are at now? This course, adapted from my original pedagogy at Harvard Kennedy School and designed specifically for Kautilya students, will address these core questions by focusing on leaders and leadership in particularly trying circumstances in history. 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 kinds of lessons can we learn from their careers? The goals of the course are 1) to analyze what sort of leaders and leadership are needed to tackle the real and deepest problems facing India and the world, and 2) for you to become more historically-minded and reflective in thinking about leadership – your own and that of others–in a dramatically changing (and frightening) social, economic, and geopolitical landscape.

Course Overview

- I. Introduction: Who Are the Leaders in Our Heads? (2)
- II. Leadership With Little Power: Women's Suffrage in America (2)
- III. Leadership and Crisis: FDR, Huey Long & Populism in the Great Depression (2)
- IV. Leadership and World War: From Pearl Harbor to Hiroshima (2)
- V. Leadership and Violence: France, the FLN, and *The Battle of Algiers* (2)
- VI. Leadership and Disaster: *The Fog of War* in Vietnam (2)
- VII. Leadership and Upheaval: Mao and the Cultural Revolution in China (2)
- VIII. Leadership and Liberation: MLK, Malcolm X, and the Black Struggle (2)
- IX. Leadership and Political Community: Gandhi v Ambedkar in Colonial India (2)
- X. Leadership in Unusual Forms: Fela Kuti in Post-Independence Nigeria (2)
- X. How is a Leader Remembered? From Indira Gandhi to Margaret Thatcher (2)
- XI. Conclusions: Leaders and Leadership From the Past to the Present (2)

Course Basics:

This course combines lecture, discussion, individual writing, and group work. Some class meetings will consist primarily 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, and/or group work. Still other meetings will combine lecture and discussion. Student preparation, participation, and interaction are essential to an effective and rewarding course. As such, students are expected to attend all class meetings, be ready at the start time, treat each other with respect and

courtesy, remain attentive to cultural differences and mindful of diversity, and be prepared to knowledgeably discuss the day's assignment and reading.

Course Books

Katherine H. Adams and Michael L. Keene, *Alice Paul and the American Suffrage Campaign* (Illinois, 2008)

Michael Bess, *Choices Under Fire: Moral Dimensions of World War II* (Vintage, 2006)

Alan Brinkley, *Voices of Protest: Huey Long, Father Coughlin and the Great Depression* (Vintage, 1983)

Jeffrey J. Byrne, *Mecca of Revolution: Algeria, Decolonization, and the Third World Order* (Oxford, 2016)

Eleanor Flexner and Ellen Fitzpatrick, *Century of Struggle: The Woman's Rights Movement in the United States* (Harvard, 1996)

Ramachandra Guha, *India After Gandhi: The History of the World's Largest Democracy* (updated and revised edition, New York, 2019)

Richard Hofstadter, *The American Political Tradition, and the Men Who Made It* (Knopf, 1948)

Feng Jicai, *Ten Years of Madness: Oral Histories of China's Cultural Revolution* (1996)

Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2006)

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

Christophe Jaffrelot and Pratinav Anil, *India's First Dictatorship: The Emergency, 1975-1977* (Oxford, 2020)

Ravinder Kaur, *Brand New Nation: Capitalist Dreams and Nationalist Designs in Twenty-First-Century India* (Stanford, 2020)

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) *there are many newer editions, you can use any of them

Gyan Prakash, *Emergency Chronicles: Indira Gandhi and Democracy's Turning Point* (Princeton, 2019)

Arundhati Roy, "The Doctor and the Saint", in B. R. Ambedkar, *The Annihilation of Caste* (Verso, 2016)

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

Jonathan Spence, *The Search for Modern China* (W.W. Norton, 1999, 2nd edition)

Michael Veal, *Fela: The Life and Times of an African Musical Icon* (Temple, 2000)

Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge, 2007)

Coursework and Grading

Coursework will consist of the following assignments:

1. **Weekly reflections (no more than 1-2 pages)** summarizing your view on one of the leadership issues discussed in class. Considering the lecture on the topic, the class discussion, and the readings and/or films, you should take a position on central dilemma at the heart of the issue (as you see it) and defend that position in light of the historical circumstances. The weekly reflections must demonstrate a familiarity and engagement with the lecture, readings, and other materials assigned for that specific topic. These reflections are not graded but are an integral part of class participation and their quality will be assessed as part of the participation portion of the final grade. Each registered student will receive feedback on four reflections throughout the course, selected at random each week. The reflections are due by Sunday at 9 PM. They must be posted online on the course weekly reflection sheet, and an additional word document copy attached so that the teaching assistant can

print them out.

2. **One mid-course group paper** of no more than 5-6 pages on *The Battle of Algiers*. We will cover the expectations for this paper in class. These papers will be due after course sessions end (date TBA).

3. **A final recorded video presentation of 12 minutes (maximum)** on a topic of your choosing. For this presentation you will conduct basic research to produce an insightful, well-founded argument about the role history plays in the creation and development of leadership, and the role that leaders and leadership play in history. The topic of the paper can be drawn from the syllabus or your own interest, in consultation with the professor. These presentations are not publicly shared unless you choose to do so. We will discuss this assignment further in class. This recorded presentation will be due after the end of the course.

* The final grade for the course will be based 40% on overall class engagement (including participation, attendance, engagement, and reflections), 20% on the midterm group paper, and 40% on the final presentation.

NOTE REGARDING WRITING: All written work should conform to the following: single-sided, numbered pages, 12-point Times New Roman font, and double-spaced text. Leave a 1-inch margin on both sides of the page. Do not justify text; ragged right margins are preferred. Use minimal formatting (i.e., avoid excessive use of italics, underlining, boldface, etc.). Avoid bullet points. Include your name and a title for papers, including the reflections.

Classroom Policies and Etiquette

* Plagiarism is unacceptable and carries significant consequences. All written work for this course, if it is based or relies on the original work of others, must be appropriately referenced, and cited. Students are solely responsible for their own written work.

* The consumption of food and the use of laptops, tablets, smartphones, and other addictive electronic devices are not allowed. If you are unable to take notes by hand, please discuss an alternative arrangement with the teaching team. If you have been authorized to use a tablet, make sure you are disconnected from the Internet. **Phones must be turned off and put away at the start of class.**

* Only the Professor and the teaching staff will decide what temperature the classroom will set at during the class time.

* If by some terrible turn events we are forced to move the class to a Zoom format, the same basic rules will apply. You will need to “sign in” on time for the start of class and remain in attendance throughout the class session unless you have been excused. The teaching assistant will keep attendance and monitor presence and participation. Keep your video on and your microphone off during the length of the class and unmute yourself only when requested. The same rules of etiquette apply.

Course Outline and Schedule

I. Introduction: Who are the Leaders in Our Heads?

Session 1: General Introduction (Nov 27)

Session 2: King David, Machiavelli, and Models of Leadership (Nov 27)

Required Reading: *The Bible*, Samuel II, **chapters 11-18** (inclusive); Niccolò Machiavelli, *The Prince*, chapters XV and XVII; Richard Samuels, *Machiavelli's Children: Leaders and their Legacies in Italy and Japan* (Cornell UP, 2003), 1-10 (“Why Leaders Matter”)

II. How Can We Lead When We Have Little Power?

Session 1: The Women’s Suffrage Struggle in America (Nov 28)

Recommended Reading: Eleanor Flexner and Ellen Fitzpatrick, *Century of Struggle: The Woman’s Right Movement in the United States* (Harvard, 1996), 269- 317

Session 2: Carrie Chapman Catt v. Alice Paul: “Moderate” and “Militant” (Nov 29)

Recommended Reading: Katherine H. Adams and Michael L. Keene, *Alice Paul and the American Suffrage Campaign* (Illinois, 2008), 191-241

III. What Leaders Do We Look for in a Crisis?

Session 1: The Presidency and the Great Depression (Dec. 1)

Reading: Richard Hofstadter, *The American Political Tradition*, 409-444

Session 2: FDR and his Challengers: The Rise (and Fall) of Huey Long (Dec 1)

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

IV. Leadership and World War: From Pearl Harbor to Hiroshima

Session 1: Japanese Leadership and the Attack on Pearl Harbor (Dec 4)

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

Session 2: U.S. Leadership and the Bombing of Hiroshima and Nagasaki (Dec 4)

Reading: Bess, 198-253

V. Leadership and Uprising: The Battle of Algiers

Session 1: Leadership in the Era of Decolonization and Independence (Dec 5)

Reading: Westad, *The Global Cold War*, 73-109

Evening screening (Dec 5): *The Battle of Algiers* (1966, Director: Gillo Pontecorvo)

Session 2: What Lessons on Leadership in *The Battle of Algiers*? (Dec 6)

Reading: Byrne, *Mecca of Revolution*, 36-67

Make sure to watch *The Battle of Algiers* in advance of the class meeting.

VI. Leadership and Disaster: The American War in Vietnam

Session 1: The Vietnam War and US Leadership (Dec 7)

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

Evening screening: *The Fog of War* (Dec 7) (2003, Director: Errol Morris)

Session 2: Robert McNamara: “The Best and the Brightest”? (Dec 8)

No reading. Make sure to watch The Fog of War before the class meeting

VII. Leadership and Upheaval: Mao and the Chinese Cultural Revolution

Session 1: Nationalism and Communism: China’s Rise on the Global Stage (Dec 11)

Reading: Spence, The Search for Modern China, 574-618

Session 2: Mao and the Cultural Revolution: Destroying the Past (Dec 11)

Reading: Feng Jikai, Ten Years of Madness: Oral Histories of China’s Cultural Revolution (1996), v-ix, 1-4, 17-31, 49-59, 219-225a

VIII. Leadership and Liberation: MLK and Malcolm X

Session 1: Civil Rights Leadership in America (Dec 12)

Reading: The Autobiography of Malcolm X, chapters 17-19

Session 2: From MLK to Malcolm X (Dec 13)

Reading: Martin Luther King, Jr., “Letter From the Birmingham Jail” (1963), Malcolm X, “Message to the Grassroots” (1963)

IX. How Should Leaders Build a Community?

Session 1: Gandhi vs. Ambedkar: A Clash of Icons in India (Dec 14)

Reading: Arundhati Roy, “The Doctor and the Saint”, in B. R. Ambedkar, The Annihilation of Caste (Verso, 2016), 17-51, 120-141

Session 2: Legacies of the Gandhi-Ambedkar Debate (Dec 15)

Background Reading: Ramachandra Guha, *India After Gandhi: The History of the World’s Largest Democracy* (updated and revised edition, New York, 2019); Ravinder Kaur, *Brand New Nation: Capitalist Dreams and Nationalist Designs in Twenty-First-Century India* (Stanford, 2020)

X. Fela Kuti: The Artist as Alternative Leader (Dec 18)

Session 1: In-class screening of *Music is the Weapon* (1982)

Session 2: Class Discussion

Reading: Veal, *Fela*, 121-166

XI. How is the Leader Remembered? From Margaret Thatcher to Indira Gandhi

Session 1: Indira Gandhi Between Democracy and Dictatorship (Dec 19)

Reading: Christophe Jaffrelot and Pratinav Anil, *India's First Dictatorship: The Emergency, 1975-1977* (Oxford University Press, 2020); Gyan Prakash, *Emergency Chronicles: Indira Gandhi and Democracy's Turning Point* (Princeton, 2019)

Session 2: Margaret Thatcher: The Lady's Not for Turning? Leadership (Dec 20)

Reading: Tony Judt, *Postwar: A History of Europe Since 1945* (Penguin, 2006), 535-547

XI. Conclusions: How Did We Get Here? Where Are We Going?

Session 1: The Future of Leadership and the Policy Challenges We Face (Dec 21)

Reading: TBA

Session: Course Discussion and Final Thoughts (Dec 22)No Reading