

# Integrating Leadership and Foreign Language Literary Studies

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## **Abstract**

*This article reports on the integration of leadership studies into upper-level foreign language literature classes in German and Spanish in two undergraduate programs—a military university (USAFA) and a civilian university (UNC Charlotte). Taking into account ACTFL's 21<sup>st</sup> Century Skills Map (2011) that includes the goal of leadership and responsibility, the study describes strategies and texts for leadership integration and recommendations for implementation to broaden the curriculum. Instructors from both institutions noted the usefulness of this approach to support language programs that include leadership as course/program/institutional goals as well as stimulating cross-cultural analysis from their exploratory analysis of student responses in course materials (e.g. journal entries, essays, exam items) and explicit positive student feedback from civilian and military student populations.*

**Key words:** *leadership studies, literary studies*

## **Introduction**

The present study describes efforts to experiment and expand traditional curricular content in advanced foreign language (FL) and literature courses to include leadership studies in two distinct undergraduate programs (one military and the other civilian) in three different literature classes in both German and Spanish from 2012-15. This article reports principally on the three primary iterations of these courses, as well as including some observations from three additional secondary renditions. The purpose of the experimentation is to develop a sustainable pedagogy resulting in a relevant approach to literary studies for upper-level language undergraduate students who are particularly focused on careers (Long & Rasmussen, 2014). The institutional context of the United States Air Force Academy (USAFA) and the University of North Carolina at Charlotte (UNC Charlotte) supports the rationale for this research due to students' career orientation.

This research has been motivated by three concerns. First, the Modern Languages Association (MLA) produced an oft-cited report, "Foreign Languages and Higher Education: New Structures for a Changed World" (2007), that calls for curricular reform and the integration of interdisciplinary content. Leadership studies can be one example of such content. The MLA's study emphasizes the expansion of transcultural and translanguing development of undergraduates. The report also

calls for the transformation of the language discipline through systematic curricular incorporation of interdisciplinary content to energize language programs, enhance student learning, reverse enrollment drops, and broaden the reach of the discipline. The MLA's directive coincided with the recent U.S. economic recession (2007) and the general decline in student enrollment in traditional humanities courses such as foreign literature (Patel, 2015; Schott, 2016; Tworek, 2013).

Second, the American Council on the Teaching of Foreign Languages published a *21<sup>st</sup> Century Skills Map P-21* (ACTFL, 2011) that specifically advocates the inclusion of "leadership and responsibility" in the language curriculum. Leadership and responsibility are presented as critical skills for the future for all students (civilians and military) and are more narrowly defined thus: "Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community" (p. 19). The military cadets at USAFA receive officer training while pursuing their undergraduate degrees, and USAFA's explicit mission is to prepare officers of character for leadership roles in an increasingly internationalized world. This concern with leadership is not as all-pervasive among civilian language students, and not in quite the same forms, but it is equally as important.

Third, career-oriented Languages for Specific Purposes (LSP) have steadily gained popularity in undergraduate language programs in the past few decades (Long, 2012). At the same time, interest in traditional literature courses has declined (Patel, 2015; Schott, 2016). Leadership development can be understood under the rubric of Languages for Specific Purposes (Sánchez-López, 2010), and also under that of content-based language learning (Stryker & Leaver, 1997; for summary see CARLA, 2014). Thus, incorporating the teaching of leadership as a course goal has the potential to move the undergraduate language curriculum from the traditional language and literature paradigm to the newer hybridized liberal arts language learner with a career focus (Long, 2013). But the researchers also wanted to experiment with ways to bolster interest in traditional literature courses in both military and civilian contexts, integrating leadership into the advanced foreign literature course in such a way that leadership growth occurs in tandem with the development of literary and cultural analysis. The elaboration of both literary and leadership acumen centers on critical thinking and analysis that are especially apparent in cross-cultural situations that may occur in texts or in real life.

## **Literature Review**

There is a veritable industry of leadership books, presentations, and blog posts in popular culture and mainstream media (Campbell 2013; Maxwell, 1998; Spears & Schmader 2014, among others). In higher education, leadership minors, majors, and doctorates have proliferated over the last several decades (see University of San Diego, Xavier University, University of Central Arkansas, etc.). Indeed, in the educational sector, leadership has become mainstream as a content area, behavior, and process. In spite of being accused of anti-intellectualism because "the implicit message behind the rhetoric of leadership is that learning for learning's sake is not enough," the American obsession with leadership begins much earlier than the college years and extends past commencement (Burton, 2014).

Language educators have begun to pay attention to this trend as well. This began with the teaching of languages for business. Risner has included leadership materials for language educators for almost a decade at the site of the Network of Business Language Educators (2016). Language educator Slack traces the presence and the “teachability” of leadership in her presentation on the Spanish for Business curriculum (2016). Beyond the teaching of languages for business, ACTFL (2011) has sought to include leadership development as an explicit element in the general language curriculum. In 2013, ACTFL released its video titled *Lead with Languages* that highlights the importance of language learning in the U.S. to be able to lead on the world stage. Most of ACTFL’s other efforts to proliferate leadership have focused on supporting language educators as emerging leaders through the co-sponsorship of summer institutes such as the Leadership Initiative for Language Learning (Long, 2015). There are additional indications of ACTFL’s interest in integrating leadership into language learning (K-16+). Some classroom examples accompany “leadership and responsibility” from the *ACTFL 21<sup>st</sup> Century Skills Map* (2011), and one finds a focus on leadership in *The Language Educator* (Long, 2015). The ACTFL annual convention listed one session on the integration of leadership and language learning (2015) and one workshop in 2016 (see ACTFL.org).

However, concrete approaches to the integration of language learning (including the study of FL literature) and leadership at the classroom level remain nascent. Behavioral scientist Seemiller (2014) does offer a pertinent academic approach in curriculum design and explores the development of 60 student leadership competencies across a spectrum of careers and disciplines. Language researcher Eaton (2010) uses a constructivist approach that centers on the life of the leader Mahatma Gandhi as a language learner and takes the intertwining of language learning and leadership as a given, as knowing how to communicate better with others (in their languages) offers a way of understanding the world more profoundly. There has been a cluster of articles and one white paper written by USAFA faculty members who teach languages and literatures that consider the intersection of language teaching/learning and leadership development in general and conclude that “knowing multiple languages and cultures helps produce good leaders” (Long, 2015; Long, Derby, Scharff, LeLoup & Uribe, 2015; Long, LeLoup, Derby & Reyes, 2014; Uribe, LeLoup, Long & Doyle, 2014).

There are few studies that examine the integration of leadership studies in the advanced foreign literature class (Long & Rasmussen, 2013; Uribe et al., 2014). These as well as others have begun to develop some pedagogical approaches to explore the behavior of leaders and followers across cultures (Bleess 2015; Uribe et al., 2014). Badaracco (2006) published a self-help book for business leaders in which the substance of his approach rests on traditional practices of literary analysis, highlighting “the leader” as a major character of Western literature and exploring some of its manifestations. The limitation of Badaracco’s approach, however, elides consideration of how literary configurations of leaders and leadership can vary across time and across cultures.

The present study builds on the necessity of providing reflective time in the language and literature class to consider the roles of literary leaders and followers as well as having students assess their own leadership development as related to fic-

tional characters. A leadership approach can support and expand undergraduate literary studies while maintaining a pedagogical focus on issues of identity, social justice, cultural criticism, ethics, and representation. Additionally, the skills of close reading and analysis are central to literary studies, and the leadership focus adds a layer of discussion and of applicability that can be attractive to many career-focused students. This method may enhance the perceived significance and relevance of literature, as students develop the ability to adapt and apply lessons from observations about literary works, and it may also suggest career applications for students. At the same time students can find much personal intellectual growth and satisfaction in cross-cultural and intercultural communication (Garrett-Rucks, 2016) and in critical approaches and flexible, creative thinking skills that foreign-language literary analysis is uniquely suited to develop and practice. A ToM (Theory of the Mind) study (Kidd & Castano, 2013) suggests that reading literary fiction enhances the understanding of others' mental states and is a crucial skill that enables complex social relationships that characterize human societies. Accordingly, the questions guiding this study are:

1. How can leadership studies be integrated into advanced FL literature courses?
2. What pedagogical modifications need to be considered to achieve a successful integration of leadership studies in advanced FL literature courses?
3. What elements (such as type of institution) impact the success or effectiveness of the integration of leadership and literature courses?

### **Methods: Approach, Participants, and Assumptions**

Seeking to add value to the traditional advanced foreign literature course motivated the researchers to pursue a joint German-Spanish pilot project on language teaching/learning and leadership studies at USAFA (spring 2013). Subsequent experimentation at UNC Charlotte followed, in an attempt to increase the generalizability of findings beyond a military setting (fall 2014).

The general goal of our project was the implementation of intentional and integrated leadership development in FL instruction and learning within the literary domain. The specific goals of this study were the following: (1) To investigate student reflection on relations between leadership and (knowledge of) cultural/linguistic difference through specific teaching practices in advanced courses; (2) To analyze student reflections, produced within the parameters of those teaching practices, in view of our desire to integrate leadership studies into our teaching; and (3) To determine whether to recommend these teaching practices to the profession at large or to propose modifying them, in pursuit of intentional and integrated leadership development in advanced undergraduate foreign language instruction and learning. It should be noted that the third goal includes whether to recommend specific instructional materials to stimulate the focus on leadership in literary studies.

Students in this study were enrolled in one of three courses (see Table 1) at two universities. Although no survey was given, it is assumed that students at USAFA were taking the course to complete the language requirement or requisites for the major in Foreign Area Studies. The USAFA curriculum does not include the traditional language major. At USAFA in the Spanish seminar, War in the Arts in Spain and Latin America, students were between the ages of 18 and 22 with 3 females and

7 males enrolled. In the German seminar, German Experience of War, students were between the ages of 18 and 22 with 3 females and 4 males enrolled. All students at UNC Charlotte were surveyed and were taking the course, Masterworks of Spanish Literature, to fulfill the requirements for the Spanish major or minor. Students were between the ages of 19 and 28 with 11 males and 22 females enrolled. UNC Charlotte is a large public university that enrolls predominantly undergraduates who are mostly civilians and are the first in their families to attend college. Most undergraduates seek employment upon graduation and express interest in skills that are transferable to the workplace such as leadership. In contrast, USAFA is a small, elite undergraduate college combining academic study and military officer training. USAFA enrolls students from all 50 states with fewer than 1% of students from foreign countries. The majority of USAFA students are between the ages of 18 and 22 and about 20% of the students are female. All students volunteered to participate in the study and institutional IRB protocols were followed. For all course renditions, there was one German instructor and one Spanish instructor.

This study focuses only on the three primary iterations of such courses—one Spanish and one German course at the military institution (spring 2013) and one additional Spanish course in the civilian setting (fall 2014)—though both instructors, and authors of this paper, have deliberately infused leadership into their coursework for a total of six times in their courses. The primary iterations are included in Table 1 below.

Table 1

*Primary Iterations of Leadership Infused Courses*

<b>Course Title</b>	<b>Term</b>	<b>Student Population</b>	<b>n</b>	<b>Data Type</b>
German Experience of War	spring 2013	military	7	journal entries, essays, joint discussion responses
War in the Arts in Spain and Latin America	spring 2013	military	10	journal entries, essays, joint discussion responses
Masterworks of Spanish Literature	fall 2014	civilians	31	essays, discussions

There were three other secondary versions of leadership-infused courses that we chose not to discuss in detail because the leadership integration was less systematic. However, we acknowledge the secondary courses to point out the length of our experimentation and that it is ongoing. Some of our conclusions were reinforced through observation in the secondary experiences. The secondary courses were all taught at USAFA: (1) War in the Arts in Spain and Latin America, 11 students, fall 2012; (2) Latin American Literature and Film, 10 students, spring 2013; and (3) German Literature and the Idea of Justice, 6 students, spring 2015.

Focusing on the primary iterations, the course titles indicate that leadership was not the exclusive organizing theme or the sole focus of all classroom discussions

but was a value-added area for reflection and development. Our joint pilot project (Spring 2013) incorporated leadership as additional content in German and Spanish upper-level literature courses and had several starting assumptions. First, we used the definition of leadership and responsibility found in ACTFL's *21<sup>st</sup> Century Skills Map* as noted above: "Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community." Therefore, it was assumed that language students should demonstrate ethical behavior and integrity to solve problems and accomplish mutual goals. Second, we made the assumption that leadership development could be further enhanced when it was made visible in the language curriculum, and that it should be evoked directly (Long et al., 2014). Knowing multiple languages and cultures can help produce good leaders because it increases one's ability to engage with a variety of other people, even without paying explicit attention to leadership as a concept or a practice (Long et al., 2015). But we wanted to include leaders and leadership as characters and themes of literature as a broadening element with particular attention to the ways the depiction of leadership is inflected culturally. Third, we assumed that even in the institutional setting in which our collaborative project began this would be a productive approach to the development of leadership that students would recognize as valuable. USAFA has a particular emphasis on leadership development. The stated mission of the Academy is "to educate, train and inspire men and women to become officers of character, motivated to lead the United States Air Force in service to our nation" (USAFA Strategic Plan, 2015, p. 1). The Department of Foreign Languages has sought to articulate its contribution to leadership development by declaring that its goal is to develop leaders of character with a global perspective (<http://tinyurl.com/hjbt13j>). Leadership is already an explicit goal of the institution, but it had not been integrated in advanced foreign language and literature courses.

Our project made leadership development a more explicit and integrated component of the advanced foreign literature course in three primary ways: Selection of instructional materials, student writing, and several joint sessions between Spanish and German students to foster critical thinking of leadership differences across cultures. It should be noted that this third component was not included in the subsequent civilian study at UNC Charlotte.

First, we selected instructional materials that lent themselves to discussions of leadership, but we chose them without having leadership studies solely in mind. Indeed, we felt it was important that these be materials one might have selected anyway given each course's literary and cultural themes and topics. The Findings section of this paper is primarily concerned with sharing the specific readings for each course and reporting on student reactions to the leadership lens brought to bear on the texts.

Second, both seminars (spring 2013) contained open-ended journal questions asking students to reflect on a personal level about the leadership models with which they engaged in the class, considering such issues as the following: What does leadership look like across cultures? Do course materials confirm/challenge standard teaching on leadership? How do course materials correspond to personal experiences with leadership and cultural differences? Have the course materials and discussions effected changes in students' personal ideas about leadership and its relation to culture?

Third, the combined German and Spanish classes (spring 2013) had two joint discussion sessions that lasted one hour per session. We met during the lunch period to consider cultural differences globally, not just between the target culture and one's own but also within myriad foreign cultures and linguistic traditions. We held two joint face-to-face discussion sessions in English, in which students were required to interact with each other from three courses—the Spanish and German seminars as well as the secondary course titled Latin American Literature and Film. The three courses had a total of 27 students. We met in a large room with movable chairs. We assigned group members to ensure that all groups had approximately 4 members and at least one cadet from each course. We assigned student leaders and recorders for each group. The instructors followed a script, framed the joint sessions, and conducted brief whole group discussions interspersed with the small group tasks that occupied most of the time. For the group work, students received written instructions (see Appendix 1: Day 1 Instructions). In the first joint session, the students sought to identify unchanging universals and factors of difference in notions and practices of leadership. During the second joint session, student groups discussed specific leaders/followers from their respective course materials, with a focus on how leadership is inflected by culture.

Lastly we collected student feedback on the value of the joint sessions. We had students fill out a post-joint session questionnaire (see Appendix 2). All but four of the 27 students present for both meetings recommended that more such sessions take place in future courses. Eighty-six percent of the students who responded stated the German-Spanish cross-cultural discussions were a valuable learning experience and enjoyed learning about another foreign literature, though many of the students felt that two joint sessions were not enough. Several also wrote that it might have been beneficial to have had one common text that the students in both German and Spanish would have read beforehand so that different perspectives arising from different literature and leadership cultures could be put into greater relief.

Also during the USAFA seminars (spring 2013), data were collected from student responses to leadership-infused assignments. Both instructors informally analyzed data from the journal entries, essays, and discussions for the two seminars under study in an attempt to identify a general perspective of student perceptions and to inform future iterations of the course design by positive or negative student comments. Although no systematic analysis of the data was conducted, both instructors/authors offer student quotes concerning their observations of the coursework to provide further evidence of the ways in which students internalized the course material.

## **Findings: Instructor Analyses of the Three Courses**

### **(1) The German Experience of War: USAFA Seminar**

This seminar was taught during a 20-week semester in spring 2013, with an enrollment of 7 students. The seminar formed part of the German-Spanish pilot. The focus was on representations of the experience of war, particularly World War II, in the German-speaking world. Course materials included letters, diaries, memoirs, and reports along with films, novels, and short stories, mostly written or produced during that time or shortly afterward. Most of the materials were organized

into five units, adapted from a syllabus shared by William Rasch, Professor of German at Indiana University: (1) World War I and its aftermath; (2) German soldiers on the Eastern Front; (3) the bombing war against German cities; (4) life in defeat (1945-1947); and (5) post-war representations of the Holocaust. The course began and ended with two dramatic masterpieces looking back to the long history of war in German culture: Heinrich von Kleist's *Die Hermannsschlacht* (1821), written during the Napoleonic wars and dramatizing part of the German folk hero Arminius' war against the Romans; and Bertolt Brecht's *Mutter Courage und ihre Kinder* (1949), written on the eve of World War II to combat Nazism and militarism and set during the Thirty Year's War. Leadership as a conceptual rubric was not used to select materials, but there was ample opportunity to make the discussion of it an added dimension of what was otherwise structured as a more or less traditional, if highly interdisciplinary, literature and culture course.

Four of the course materials will be discussed here: a play, a film, a novel, and a journalist's report. The course began with Kleist's *Die Hermannsschlacht*, which gave students a sense of the importance of war in German history and literature prior to the twentieth century and also introduced them to issues of literary representation. Arminius is depicted as a strong, highly intelligent leader with a grand patriotic vision for "Deutschland" (Kleist is deliberately anachronistic here). But he uses deception and deliberately promotes an irrational hatred and fear of all things Roman to achieve his ends. Classroom discussions centered on his intelligence and strength of will but also on his dubious means. Was his success dependent on his willingness to deceive and incite hatred? We also discussed how Kleist staged a conflict between the demands of patriotism and the demands of personal relationships. Arminius championed the patriotic idea as an absolute that outweighed all else. Would he have failed if he had allowed his followers to humanize this or that particular Roman? How should we weigh the costs of such an approach? Finally, Kleist's emphasis on Arminius' Germanness links his behavior to a notion of German identity. Does Kleist's Arminius model a particularly German style of leadership, marked by ideological fervor and rigid abstraction employed to justify deceptions and to override personal relationships? And is Kleist championing this model?

The cadets' initial reactions were to applaud Hermann's strengths and successes as a leader, but when confronted with such questions they became less sure of how to assess him. One student wrote in a journal entry:

Based on the readings from Kleist, a good leader has a high degree of self-control and self-awareness, but can stoop to use deception or other means to achieve his ends. According to Kleist, a leader can harness both his 'good' and 'bad' side [...] Reading these works has helped me appreciate how challenging leading others can be, especially in life or death situations. I think reading these works, particularly Kleist, has helped me realize that perhaps not all good leaders are inherently good people.

Another student had similar reflections, suggesting that Hermann represents "a Machiavellian leader, willing to do anything to gain and maintain power, and believing strongly that the ends justify the means," and that although "his lack of defining vir-

tues” would not be well received today, “his success in battle would likely overcome [outweigh] any vices in his personal character.” A third student, however, found fault with Hermann’s “devious and backstabbing nature” not only on moral but on leadership grounds, because it cannot ultimately lead to sustainable success. He also believed that Hermann’s mode of leadership is not very German, as it does not coincide with “how the Germans view their wars and how they remember them. Specifically, I feel that the Germans would much rather remember wars as a tragedy against the individual.” Other students emphasized that the historical context and literary goals of Kleist’s work needed to be taken into account: “In the pre-world war era during which *Die Hermannsschlacht* was written, nationalism was king, and Kleist was looking for a way to inject that into his play and motivate men to fight for their country.” Sorting through the ambiguities of Kleist’s work helped establish conceptual questions and problems that framed later discussions.

This occurred, for instance, in our discussion of the film *Hunde, wollt ihr ewig leben?* (1959), depicting German soldiers on the eve of the Battle of Stalingrad. The main character, Lieutenant Wisse, who is handsome and charismatic, argues against senseless orders in an effort to protect the men under his command, while Hitler and his commanding officers (along with Wisse’s immediate superior) do not know the men and speak and think of them only abstractly. Wisse knows not only his men but also individuals among the Russian enemy and never dehumanizes them. The film, then, portrays Hitler and his minions as inflexible, inhuman ideologues, but insists that there were also heroic German soldier-leaders during the war who acted humanely and ethically. Comparing the film’s treatment of leadership with Kleist’s created a compelling discussion. The film portrayed a stark contrast between good and bad models of leadership without Kleist’s dilemmas of thought, but conceptual categories were similar: the film’s Hitler seemed similar to Kleist’s Arminius in his commitment to abstractions, while Wisse modeled something like the personalized, non-abstract behavior Arminius wanted to eradicate. Who was right, Wisse or Arminius? Wisse appealed more to the cadets, though we also considered what agenda the film might have had in making such clear distinctions between positive and negative forms of leadership.

Along with these and other examples of strong leadership, we also considered works marked by the apparent absence of it. Gert Ledig’s novel *Die Stalinorgel* (1955) depicts two days at the Eastern front, focusing on an insignificant hill that an entrenched group of Germans still defends even as the front line of the battle sweeps west of them. Their commanders abandon them, and the attacking Russians, too, are ignored by their superiors now that the front line has moved. The men on both sides fight on without purpose or hope of victory. Deciding what to do is the dilemma. There are minor differences of rank among them but the superiors hardly attempt to pretend they have any answers; military rank is worthless in the face of their meaningless situation. In discussions students noted the vacuum of leadership is presented as a given; attention is not directed to various models of how (not) to lead, but rather to what followers do when there is suddenly nobody to follow. We contrasted the novel with the film. While both present a battle as without hope of success and as the result of a failure of leadership at the highest levels, in the novel there are no heroic lieutenants like Wisse. The cadets thought that Ledig’s presenta-

tion of the war conveyed a sense of greater authenticity, and that a mentality of strict, thoughtless obedience had been too well cultivated prior to the events of the novel. Still, our search for leadership qualities among the novel's characters did lead the cadets to wonder whether leadership could sometimes be not so much an issue of persuading others to follow, but of acting even when nobody else can or will.

This issue arose again in materials devoted to the post-war period. Stig Dagerman, a Swedish journalist traveling through Germany, describes in his *German Autumn* (1947) the experiences of common people trying to survive in what often felt like the absence of political or other leadership. In one passage, Dagerman notes that the Germans planted vegetables wherever a spot of earth appeared among the city ruins. His German guide, on seeing this, says, "The Germans are a capable people, at any rate," and Dagermann notes that she sounds "almost sorry." We discussed whether there is something leader-like about this individual initiative of planting cabbages in which everyone seems to be spontaneously participating. We considered a model of leadership centered not on a single charismatic leader or an organization persuading others to follow but on unassuming individuals embarking on an enterprise that others choose to imitate. This was an attractive idea, but we also discussed why the guide might be "sorry" about this. Perhaps she saw the industrious cabbage-planting as a way to avoid thinking about one's responsibility toward the larger situation, both with respect to how it arose and to what really needs to be done to resolve it. The cadets concluded that this sense of responsibility would be a necessary quality of leadership even, or especially, when the leaders are not charismatic heroes but unassuming individuals. (Though there is no space to discuss it here, cadets later found Katrin's rooftop drumming in Brecht's *Mutter Courage* to be an example of precisely this). In applying this to themselves and to differences between American and German leadership cultures today, one student wrote in a journal entry that "a stereotype of the American leader/soldier" is to be "brash and daring" but that the works studied "demonstrate that there is no singular [sic] correct way to lead." Another wrote, similarly, that "the United States is more typically known for the loud, assertive, and sometimes arrogant leader," while in Germany "now there is always the fear that a leader coming on too strong will be another German dictator." But then, noting that the German cabbage-planters were probably mostly women, this student continued: "As a woman especially, I have learned that I must find my own way of being a leader. It is not reasonable to believe that by acting masculine, loud and assertive, I will see the same results as my male counterparts. Such is the nature of society and unique roles. Every person must approach leadership in a different way."

By the end of the course, students were unanimous in asserting the value of the course in developing their understanding of issues of leadership in a German context and of German literature. One student was representative in writing that "I believe that this class has answered many of the questions I had coming back from my semester abroad [at a German military institution]." Though not all had spent a semester abroad, all did already have some sense of many differences between U.S. and German cultures, and even between leadership cultures, but they felt they understood those differences and why and how they had come about much better as a result of this course. They also appreciated how the types of course materials we studied are particularly well-suited to help them do so; the same student wrote: "I

would much rather prefer [sic] to read a historical account, but from this class I now understand that literature portrays so much more of the culture and feelings of people.” Most suggested that their thinking about leadership, not just literature, had undergone some change, though they frequently found themselves unable to articulate exactly how. But one student, in an early entry describing leadership qualities in course materials, reflected that

[t]hese qualities are [...] not what I would consider the stereotypical American military leader. None of these characters are motivational and their non-charismatic attitudes do not coincide with the leader that the United States military promotes. An American military leader ought to be able to make his or her troops see the good in every bad situation and can never show weakness, lest he or she risk undermining the fighting mentality of the whole unit.

Later, however, in response to a prompt about how their views of leadership may have changed, the same student wrote:

I have seen [course materials] impact my way of thinking. Most of all, the gung-ho warrior mentality that the Academy tries to instill in cadets has been checked [...] I would say that I am now less apt to discount a culture’s viewpoint just because it is different than my own.

This student was intrigued by the possibility of identifying a German way of leading less dependent on charisma than are American leadership models, and of seeing how aspects of it could be adapted in his own thinking. The goal had not, of course, been to persuade the cadets to identify (much less adopt) a monolithic German model of leadership set against a monolithic American one, but to help them become more aware of the existence of other perspectives and to develop ways of engaging productively with them. On the basis of student contributions to classroom discussions and of their written essays and journal entries, the goal of greater awareness was clearly met. For many of the students the goal of developing ways to engage productively with such differences seems to have been largely met as well.

## (2) **War in the Arts in Spain and Latin America: USAFA Seminar**

The “special topics” seminar, titled War in the Arts in Spain and Latin America, was taught during the 20-week spring semester 2013. The seminar enrolled 10 students and formed part of the German-Spanish pilot. The seminar’s content was interdisciplinary and incorporated literary texts, fine art, and film that were intertwined with leadership content. This offered an opportunity for the civilian researcher—who served as Distinguished Visiting Professor at USAFA (2011-13)—to learn about the canon of leadership from the Air Force perspective and to better understand the background of her military students.

The course focused on four literary works that contained unique representations of leaders and followers: *El ingenioso hidalgo don Quijote de la Mancha*, Miguel de Cervantes y Saavedra (2014); *Los de abajo*, Mariano Azuela (1958); *Escuadra hacia la muerte*, Alfonso Sastre (1967) and *El húsar*, Arturo Pérez-Reverte (1983). The students read two short novels, one play, and the first two chapters of *El ingenioso hidalgo don Quijote de la Mancha* (*El Quijote*). All characters exemplified different

aspects of human discord. They included heroes and/or anti-heroes that facilitated the integration of leadership into the traditional content. The protagonists featured an inexperienced 19 year-old officer learning about leadership during Spain's Napoleonic Wars; a ranking soldier that loses control of his squadron during the Spanish Post-Civil War period; an uneducated peasant that becomes a commander during the Mexican Revolution; and, the Spanish *hidalgo* who displays leadership by convincing others of his viewpoint. Despite being from different time periods and countries, the main characters all encounter adversity and attempt to stave it off. For purposes of this study the discussion is limited to the four main texts. Nuanced literary analysis about them is downplayed here to focus on the connections between literature, culture, and leadership.

Literary content was chosen to explore human conflict. The seminar included readings that had literary merit with examples of the presence (or absence) of leadership that were set in the context of war and/or its aftermath. Students in both iterations of the Spanish seminar were aware of the focus on leadership in literary representations across cultures. Students were encouraged to share their observations about leadership regularly in class and in their writing. The seminar was taught entirely in Spanish and included essays, readings and class time. The second iteration also had four extra reflective writing assignments in English as well as the two joint discussions with the students of German. The writing done outside of class often contained statements that demonstrated how examples of leaders are able to provide different individual or cultural approaches to leadership. One cadet wrote: "I think that, for me personally, in studying different types of leaders, I can see ways to motivate other people whom I would not be able to motivate as well using my own style of leadership."

The seminar began with a close reading and analysis of the initial chapters of *El Quijote* that set the tone for much rest of the semester. From military to civilian students even after four hundred years, Cervantes's novel still proves its relevancy. From the beginning of *El Quijote*, students experience many of the essential elements of this literary masterwork, such as the iconic protagonist, unreliable narrator, and a story within a story. The narrator manipulates the reader and plants the seed of doubt about the verisimilitude of Don Quijote and undermines the perception of him as a leader. In spite of his implied state of insanity from reading too many chivalry books, students observe Don Quijote as he reinvents himself as a medieval warrior who is preparing his *salidas* in search of adventure and validation. He assumes the regalia of a knight errant. As a leader, Don Quijote must convince others of his station, commitment, and inspire strangers to serve him and his vision. He does just so in the incident in the Inn (see Chapter 2). Don Quijote states his purpose: To fight for decency and protect the defenseless. His commitment to honor and his vision and mission are intense. The military students identified with his virtues and mission-focused mentality.

In the seminar(s), not surprisingly, the cadets were less comfortable with the paradox of craziness and virtue. However distracting Don Quijote's mental state might have been, it was deflected by the role of the narrator. This allowed the students to gravitate naturally toward the consideration of his morality. Students acknowledged him as a model leader because of his unwavering commitment to honor,

integrity, and his desire to serve his fellow man for the greater good. In essay after essay, the majority of students mentioned Don Quijote's moral superiority. One analyzed Cervantes' historical context and expressed the following about Don Quijote and his role in Spanish society of the period: "Don Quijote was anything but an insider [in his day]. He was an outsider because he was not easily swayed by the ebb and flow of society's deteriorating moral code; instead, he held himself to a different standard. Although his particular sense of morality and nobility might not be relevant to today's equivalent understanding, leaders today still need to demonstrate an unerring tendency to do right when facing wrong..." The cadet's observation demonstrates the challenges of context--the times in which one lives and leads. He also points to the connection between his own leadership development and Don Quijote. Similarly Badaracco (2006) employs Don Quijote as an example of integrity when preparing students for a career in business leadership. Badaracco's students read *El Quijote* in translation to encourage reflection on leadership development.

Set in the Mexican Revolution, the seminar's second novel offers an exploration of the limits of leadership, integrity and the importance of a clear mission. In Azuela's *Los de abajo*, protagonist Demetrio Macías is cast as a peaceable peasant until a malicious attack on his family and *pueblo*. Macías calls for justice, joins the fractured armies of the Mexican Revolution, and he quickly rises through the ranks due to his ability to inspire followers. With no formal education, military training or plan, he leads a militia of *campesinos*. General Macías displays traditional leadership characteristics and behaviors such as masculine self-confidence, charisma and determination. Macías provides a metaphor for the corrupt historical leaders of the Mexican Revolution. At the close of the novel, Macías is unable to break the cycle of killing. Multiple students noted Macías' inspiring charisma. However, they also assessed that Macías would inevitably fail because of his lack of moral fortitude on top of having no clear objective behind his warring. Lacking an ideology, a boozier and adulterer, the leader would fail. Besides the main character-leader, the novel motivated research about the complexities of the historical leaders of the Mexican Revolution (e.g., Zapata, Villa, Obregón). This provided more ways to study leadership and related behaviors across cultures.

From the Mexican Revolution to Spain's Franco period, students considered leadership's limits and manifestations in the literature of the dictatorship. Sastre's existential play *Escuadra hacia la muerte*, staged only three times before being closed by the regime, presents six soldiers (all with dark pasts) who form a death squadron. The action takes place in a guardhouse in the woods during the fictional WWII. The claustrophobic guardhouse (meant to mimic the oppression during the early post-war period) weighs heavily on the soldiers as they wait for their demise.

Eventually killed by his followers, the fanatical sergeant Cabo Goban is in charge of the squadron. He is a cruel and coercive leader. Goban's behavior reminds students of both historical military leaders Adolf Hitler and Francisco Franco. Sastre's characters possess a complex relationship as individuals and their group dynamic turns deadly. The soldiers do not mutually share past problems, so an ambiance of suspicion clouds the analysis of leadership. The characters appear isolated from each other even while in the same room. The military students note that the soldiers form a squadron in name but not in deed. They do not interact like a supportive team.

They do not communicate with one another, much like members of Spanish post-war society. The metaphor for Spanish society usurps the typical focus on teamwork, familiarity, and like-mindedness associated with collaborative leaders and followers in the military. The cadets wrote about the authoritarian presence of Goban and his flawed concept of leadership.

From dictatorship to democratic Spain, the final novel offered a look at an aspiring coming-of-age leader. While studying *El húsar*, the cadets discussed war, leadership and ethics. In Pérez-Reverte's *El húsar*, the protagonist is a young lieutenant in the Napoleon's Army. He is Frederic Glünz, originally from Strasbourg, and is posted to Andalusia. By the end of the novel he will come to terms with service, leadership, morality, and disenchantment with war. He will also consider the multi-national nature of the Napoleonic Wars. The cadets wrote about characters as leaders and several tackled the collective issue of nations leading other nations. Glünz struggles to understand how to be a warrior and an effective officer in a regimen of individuals that hail from all over Europe. As Glünz becomes increasingly aware of the futility of war, the novel poses questions such as: What does war mean? What is honor? Glünz is an inexperienced warrior and prepares for battle both physically and mentally. However, in the end his entire war experience is reduced to three words: "barro, sangre y mierda" (194). Students note that trusting his leaders proves to be his central challenge. Besides weighing wisdom and duty, the novel considers Spain's historical role of resistance to Protestantism, Enlightenment thought, and modernization in the 1800s.

### **(3) Masterworks of Spanish Literature: UNC Charlotte**

Literature and leadership development were also taught in a similar pilot at UNC Charlotte in upper-level Spanish in "Masterworks of Spanish Literature" (hereafter Masterworks). In fall 2014, the 16-week Masterworks course enrolled 33 students with 31 finishing the course. The course content was tailored to encourage civilian students to reflect on leaders and leadership across cultures while studying great works of Spanish literature. The course was designed to use comparable strategies and readings as the aforementioned Spanish seminar at USAFA that interwove the teaching of literature, culture, and leadership.

The civilian course had the help of a graduate research assistant (GRA) that supported the experimentation. The researcher and research assistant asked this question: By the end of the course, are students able to make connections between leadership and the literature studied? The GRA identified and analyzed evidence of the presence (or absence) of considerations of leadership (and their profundity) in the course by analyzing student writing (Long & She, 2016).

With this question in mind and a desire to broaden the traditional approach to teaching Spanish literature at UNC Charlotte, the researchers anticipated that civilian students did not possess uniform experience with the idea of leadership or have formal leadership training like their military counterparts. Civilian students voiced a spectrum of leadership experience when queried to assess their background at the outset. A one-page questionnaire was assigned to the students that had open-ended questions to capture prior experience with leadership. The questions included: (1) What do you know about leadership and followership? (2) Can you list some characteristics of leaders and followers? (3) Do you think there are any significant dif-

ferences between Spanish (Spain) and American (U.S.) experiences in terms of how the roles of leaders and followers are viewed? What might those differences be? (4) Where do your impressions about these questions come from? Whereas the military students received formal leadership training that included explicit applications (as followers and leaders) and the cadets possessed some theoretical knowledge of leadership styles and models, the questionnaire revealed that the civilian students had widely varying backgrounds/experiences with leadership and leadership development. From the answers on the questionnaire 31 civilian students from Masterworks were categorized into three types: 10 students had substantial experience with leadership and made relevant statements that displayed their depth of knowledge on the questionnaire, 10 students had some emerging notions about leadership, and the remaining 11 students had minimal/no ideas about leadership and reported not experiencing leadership personally.

The diversity of student experience with leadership affected how the civilian students approached leadership in the literary readings and to what level they could identify leaders/followers, make comparisons/connections across cultures or engage in more sophisticated/nuanced analysis. The researchers observed anecdotally that as the students worked in groups throughout the semester, those who had more experience with leadership or were further along in their own leadership development modeled it and pointed out leadership scenarios to those with less experience. Given their uneven prior experience with leaders and leadership development, it necessitated that the instructor be explicit about calling out leadership opportunities and examples as she made leadership more explicit in the Spanish literature course than in similar military course. An additional strategy to encourage leadership development was to include a statement on the syllabus (followed up by verbal repetition).

In the upper-level literature course, civilian students were generally unfamiliar with the academic vocabulary referring to leaders and leadership studies. Terms such as *líder*, *seguidor/a*, and *liderazgo* were taught explicitly and regularly repeated to increase leadership literacy in Spanish. In class, the instructor engaged students in general discussions to define the term leadership, to identify leaders in literary readings and in real life, and to consider characteristics of leaders. When students identified a leader, they were asked to explain why he/she identified the individual as such to consider a range of characteristics and behaviors associated with leadership. Like their military counterparts, they were invited to hypothesize about what they might do if faced with the leadership challenges presented in the fiction through role-play and reflective writing.

The reading list in the civilian course was similar to the one at USAFA, except that the Mexican novel *Los de abajo* was replaced by *La casa de Bernarda Alba* (1981) by Federico García Lorca. This substitution was made because Masterworks focused exclusively on Peninsular literature. García Lorca's play was also accessible and often familiar, so that students could concentrate on leadership and gender throughout while reading the work. According to one student: "El liderazgo de Bernarda tiene muchas cualidades masculinas. Tradicionalmente, la madre consola a sus hijos porque es cariñosa y compasiva mientras el padre desempeña un papel de jefe de casa..." While the students explored the masculinized female protagonist Bernarda, they also debated daughter Adela's potential leadership role. Other reflections of-

ferred cross-cultural comparisons that were both diachronic and synchronic and displayed varying levels of intercultural development.

Because Masterworks was a large class, the main way that the research team concretely looked at connections between literary readings and the leadership lens was through analysis of student essays. Students did two types of formal graded writing. All essays were written entirely in the target language. The first type of essay was done regularly throughout the course. Students were assigned an academic essay on each literary work. There were a total of four essays. Each essay was written in two graded drafts of a minimum of 600 words per essay. This was the equivalent of 8 papers for the 16-week semester. The essays were developed in several drafts that were shared with classmates, the instructor, and the GRA for feedback on both expression and content. In these essays, the students wrote an original thesis statement about any aspect of the literary work. Because the topic was open (other than being limited to a particular literary work), an analysis was performed about how many students voluntarily gravitated toward the inclusion of leadership reflections in their essays. A total of 104 essays were completed and examined. There were 29 essays that included reflections on leaders and leadership. That is, over a quarter of the open-topic essays voluntarily included some reflection on leadership related to the literature studied.

The second type of writing that students did was to address two questions that focused exclusively on leadership and literature on the final exam. Of the 31 essay sets from the final exam, 14 essays had strong evidence of connections being made between the literature and leadership and developed their ideas in their final essays. One student commented on the concepts of glory and honor as relevant to being a leader:

Ser jefe o la persona de autoridad no hace necesariamente que alguien sea un líder si uno no sabe distinguir entre la gloria (como vemos en las obras de Cervantes y de Pérez-Reverte) y el honor (como vemos en las obras de Sastre y de Lorca).

The student concluded that being a leader is much more than authority: a leader needs to know how to distinguish between the concepts of glory and honor. The remaining 17 essays did not develop leadership-literature connections beyond the level of cliché. Unlike at the military institution, many UNC Charlotte students possessed a more limited understanding of leadership and did not have the background to develop the leadership-literature link beyond platitudes. The initial one-page questionnaire that explored the leadership background of the UNC Charlotte students reminds us that for one third of them, this course was their first explicit experience exploring leadership in a formal manner.

### **Discussion, Limitations, Conclusions, and Future Directions**

This article is intended to be descriptive and recognizes the experimental nature of the various course iterations of the leadership-infused literature courses. Therefore our conclusions are limited to the pedagogical insights of two instructors determined to explore the integration of leadership into the traditional construct of the FL literature course. With this in mind, we respond to our initial research questions. Leadership studies can be integrated into advanced FL literature courses

with some pedagogical modifications. We cite an explicit approach that focuses on leadership in course planning, materials selection, and leadership as a theme and practice throughout the course. Without supplanting traditional practices in FL literature courses, systematic integration of leadership through writing and discussion can be added and are useful. We also found other related activities to contribute to leadership development in the classroom by giving practice in leadership, such as engagement with cultural scenarios, simulations/role-plays, capsules/situations/mini-dramas, and problem solving/critical incidents. However, because the focus of this paper is primarily the instructors' interpretations of student responses to the evolving course materials, we conclude that students in both military and civilian institutions benefitted from the leadership-infused approach.

In our experiences integrating leadership into literature courses in both German and Spanish, we found that to varying degrees of sophistication/nuance, students of foreign literature were able to identify and analyze: (1) leaders and leadership behaviors that can vary across cultures, (2) leadership and followership in foreign literature that offers culturally unique critical perspectives, (3) leader and follower status that can extend beyond the individual and belong to collective entities such as nation-states through metaphor and allegory. In addition, we found that approaching foreign literature with a leadership lens can broaden learner perspective and may help personalize the experience in the literature class (e.g. through role-play). We also saw some evidence of student reflection on how the study of foreign literature can increase knowledge of cultural/linguistic differences and how this can have an impact on leadership development.

While the reflective essays provided evidence of considerable success, the two joint discussion sessions involving students of both German and Spanish were not as successful. The intent was to experiment with targeting more global analysis of leadership across several cultures rather than a binary target language-native language approach, and the anonymous student feedback afterwards revealed that cadets were indeed enthusiastic about the idea of learning more about a third cultural sphere. Although students surveyed responded that the sessions were productive, our view as instructors was that the first joint session went smoothly, when the small groups were asked to generate universals of leadership across cultures. But the second day, when students were asked to introduce to their small groups examples of leadership from their own course materials and then discusses differences, was less successful. They seemed somewhat underprepared for the small group discussions and in the plenary discussion afterwards the remarks did not go far beyond platitudes and stereotypes. A third (and maybe fourth) joint session would have been helpful to work through and beyond the flat cultural stereotypes that came first to mind. It might also have been helpful to create a common set of a few short textual passages taken from the various sets of course materials, which all students would read prior to the joint sessions and which would serve as a springboard for discussion. Still, the joint discussions did represent a start to motivating broader, multi- and cross-cultural consideration of leadership and culture through foreign literature.

The students' heightened sense of the application of foreign literature to leadership, and vice versa, suggested that our pilot project in spring semester 2013 enhanced learning and reinforced USAFA's institutional goals (Long & Rasmussen,

2013). However, these observations were based on interactions with fewer than 50 total students at USAFA, where our experiment is to be considered a gateway to further investigation before more definitive conclusions can be drawn regarding the value of adding leadership to the traditional foreign literature course.

In the subsequent iteration with civilian students at UNC Charlotte (fall 2014), our discussion and conclusions are also limited to a singular pilot experience with just over 30 students. The researchers learned that establishing the leadership theme and a targeted skill with civilian students presented challenges. Perhaps the key challenge of implementing this model in a civilian context (versus a military one) is the background work that the instructor has to do to press the theme into the consciousness of students—or, to develop cognitive presence, that is, to have sustained critical communication that centered on leadership and literature. The fact that students discussed leadership and literature voluntarily in one form or fashion in roughly 1 out of 4 essays is an outcome that would suggest some level of impact of the implementation of the leadership theme in the literature class. Because leadership was identified to students as a skill in demand at the outset of the semester, overall civilian undergraduates were receptive to the idea of a value-added component in the literature course. Anecdotally students also expressed that they particularly enjoyed the approach with *Don Quixote* because they stated that it made the historical literary figure more relevant and comprehensible for daily life application. The UNC Charlotte students did request a wider variety of leaders and that more female leaders be studied when asked for suggestions for future iterations.

The UNC Charlotte research team recorded two other potential benefits to this approach to teaching foreign literature. First, the leadership theme helped focus students on an approach to reading to encourage close reading skills. Second, the leadership filter may have encouraged more original student essays because prepackaged leadership-literature essays are not available for inspiration or download online. The researchers recorded two things that we would do differently if offered the opportunity to do another course focused on leadership and literature with civilian students in particular: (1) explore a wider variety of readings (and genres) including more female leaders, and (2) locate one all-purpose brief common reading in the target language about leadership as general background near the beginning of the course to help level the playing field for civilian students to offer a foundational understanding of leadership studies.

Our diverse course iterations with the integration of leadership and foreign language literary studies at two different institutions suggest and reinforce the following:

- (1) Setting matters (and students' background knowledge): at a military institution students already have a common vocabulary with which to discuss leadership, and do so frequently. Civilian students do so less frequently.
- (2) When there is a ready vocabulary for leadership, the challenge is to move the students out of simply evaluating course materials from an established perspective, and instead to be open to developing a new cultural perspective on the basis of those materials (or seeing that the materials might suggest a new perspective).

- (3) Whether military or civilian, literature is a uniquely valuable source for engaging with leadership, because it is not a checklist of leader qualities (on the basis of research studies or questionnaires) with a few case studies, but is at one and the same time both a source for “case studies” and also an exploration of what leadership is and means. This sometimes indicates there are ambiguities and dilemmas that arise in the thinking about leadership, and this is a positive exercise in critical thinking and in thinking multi-dimensionally and cross-culturally.

There are a variety of implications for future directions for research on the integration of leadership and literary and language studies. At USAFA there is potential for our approach to literary studies to help students engage more fully in the larger discussion of leadership at the institution and in the military. However, this must be weighed with the risk of losing the identity of the course as a foreign literature and culture course. Further investigation into how best to strike this balance is warranted. At a civilian university, too, there is potential for integrating leadership studies throughout the university experience. Leadership and literary studies show promise from a broad interdisciplinary perspective. The recent establishment of an ACTFL Special Interest Group on Critical and Social Justice Approaches in Language Education has been intended to reflect and further promote an already growing interest in critical pedagogies and language learning (S. M. Johnson, personal communication, July 9, 2016). One of the areas that could potentially incorporate leadership and responsibility is the area of social justice (Glynn, Wesely & Wassell, 2014). Critical and social justice approaches may be able to offer a curricular home to leadership studies within the study of languages and literatures. To do so, there would need to be attention given to the increasingly popular leader-to-leader model (Marquet, 2016) that insists that everyone (from their respective roles) should be practicing leadership. Future inquiries may be at the course/the curricular level. Inasmuch as our project responded to the MLA directive (2007) on its tenth anniversary that called for a broadening of the traditional language and literature curriculum, our experimentation with leadership and literary studies is evidence of ongoing curricular challenges and evolution that we share with the profession.

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## Appendix 1: Day 1 Instructions

### Task 1

To date, you have produced many thought-provoking reflective essays. In one essay, a cadet wrote the following statement that we would like you to consider individually and as a group:

*“I do not believe leadership changes across cultures. Sure, some cultural factors may influence how they make their decisions, but the core of leadership remains the same. Leadership is the process of influencing others to act toward a common goal. That does not change whether you are American, Mexican, Russian, or Korean.”*

Please read the statement aloud and once more silently. You may or may not agree with the statement. But for now, collaborate, discuss and define **unchanging universals** with regard to leadership across cultures. Elaborate on your list. The recorder will document the list (with definitions/comments) of universals across cultures that can be agreed upon by your group members. Title the list Leadership Universals. You have 7-10 minutes. If you have extra time, please take turns explaining to your group members whether you agree or disagree with the cadet’s statement and explain.

### Task 2

Exploring **factors of difference**. In your essays, some cadets suggested that leaders aren’t really different (in foreign cultures), rather their circumstances are. Brainstorm for 7-10 minutes and name all of the factors of difference that come to mind (i.e., time period). First you will generate broad categories, next review them and break them down into more specific subcategories. Title the list Factors of Difference.

*Task 3*

Report the small group lists (and comments) orally to the large group (15 minutes).

*Task 4 (If time allows)*

For the remaining 5 minutes, you will be handed the prompt for Thursday. Read it aloud in your small groups.

**Appendix 2**

**Student Feedback Form: Joint German-Spanish Discussion Sessions  
(Spring 2013)**

1. The German-Spanish cross-cultural discussion sessions were a valuable learning experience.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
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2. What were 2 learning ‘take-aways’ of most interest or importance to you (and why)?

3. I engaged myself and participated fully in the joint discussions.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
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4. *Why* was your participation at the level it was?

5. I would recommend that DFF hold more joint sessions involving students who are studying different foreign languages.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
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6. *Why* is that your recommendation?

7. If DFF were to hold such joint sessions in the future, what suggestions do you have for us in order to make the sessions valuable learning experiences:

- a. What we should keep the same, and why?
- b. What we should do differently, and why?