

**NATIONAL WAR COLLEGE  
WASHINGTON, DC 20319**



**Theodore Roosevelt and Strategic Leadership**

**ELECTIVE COURSE 6025**

**SYLLABUS**

**ACADEMIC YEAR 2020-2021 (Fall)**

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A handwritten signature in black ink, appearing to read "R. James Orr", is positioned above a horizontal line.

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**Course Schedule: 6025, Fall, AY 2019-2020**  
**Theodore Roosevelt and Strategic Leadership**

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## Course Introduction

President Theodore Roosevelt was a uniquely talented leader at many levels of government, in diplomacy, and in combat. He served, at various times in his life, as a State Assemblyman, Historian, NY City Police Commissioner, Rancher, Civil Service Commissioner, Assistant Secretary of the Navy, Deputy Commander of the 1st United States Volunteer Cavalry (The “Rough Riders”), Governor of New York, Vice President, and President of the United States. This course will examine the life of this remarkable individual in the context of Strategic Leadership, a term that can be defined as “the process of aligning people, systems, and resources to achieve a vision for the enterprise while enabling an adaptive and innovative culture necessary to gain an advantage in a competitive environment.”<sup>1</sup> The course will use a variety of sources on President Roosevelt and on the subject of leadership in a critical analysis of TR’s strengths and weaknesses, and how this life and its lessons can inform our own development as leaders.

This course will allow an exploration of the significant events in TR’s career, but events such as his time with The Rough Riders, as president, as Assemblyman, will not be considered as isolated events but as those events relate to the concept of leadership.

## Course Learning Outcomes:

1. Students will be familiar with the concept and components of strategic leadership and how strategic leadership represents a unique challenge, different from other forms of leadership.
2. Students will become familiar with the personal and professional history of Theodore Roosevelt.
3. Students will be able to analyze the key personal and professional attributes of Theodore Roosevelt in different roles and apply those attributes to the challenges of national service in general and national security strategy specifically.

## Course Books:

*Strategic Leadership Primer for Senior Leaders*, (United States Army War College, 2019)

Auchincloss, Louis editor, *Theodore Roosevelt: Letters and Speeches*. Literary Classics of the United States, Inc., (2004).

Burns, James MacGregor. *Transforming Leadership: A New Pursuit of Happiness*. New York: Atlantic Monthly Press, 2003.

Burns, James MacGregor, and Susan Dunn. *The Three Roosevelts: Patrician Leaders Who Transformed America*. Grove/Atlantic, Inc, 2007.

Gould, Lewis L. *Theodore Roosevelt*, Oxford University Press (2012).

Christopher McKnight Nichols and Nancy C. Unger. 2017. *A Companion to the Gilded Age and Progressive Era*. (West Sussex: Wiley Blackwell, 2017),  
<https://ebookcentral.proquest.com/lib/nationaldefense-ebooks/detail.action?docID=4788068>.

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<sup>1</sup> Silas Martinez and Tom Galvin, “Leadership at the Strategic Level,” *Strategic Leadership Primer for Senior Leaders*, (United States Army War College, 2019) 2.

Roosevelt, Theodore. *Theodore Roosevelt: an Autobiography*. (Newburyport: Open Road Media, 2016). <http://www.mylibrary.com?id=972023>.

Ricard, Serge ed. *A Companion to Theodore Roosevelt* (Hoboken: Wiley & Sons, 2011). <https://ebookcentral.proquest.com/lib/nationaldefense-ebooks/detail.action?docID=693804>.

In addition to these common readings, each student will select one or two books by or about Theodore Roosevelt from a list to be provided (Books will be available as e-books or be provided on loan by the faculty member).

Other material (scholarly journal articles, etc.) will be provided by the instructor to support individual assignments.

### **Instructional Methodology and Approach:**

The course consists of twelve weekly topics that analyze issues covered in the readings (and occasional videos) through group discussion. Given the current public health situation, most of the class will likely be done online through a combination of asynchronous work (discussion threads) and synchronous meetings using Blackboard Connect.

Student presentations, guest lectures, and visual graphics and handouts and video clips as appropriate will augment the discussion on occasion; the goal is an unconstrained environment that will foster insightful analysis of current problems confronting policymakers and will develop an appreciation of the leadership issues that are inherent in a career in national security. Some materials will be added throughout the course as issues develop.

### **Evaluation:**

Seminar participation and contribution will constitute 50% of the grade in this course. The other 50% of the grade will come from two writing assignments.

### **Book Review Assignment**

Book reviews will be 1,250 words (+/- 10%) (roughly 3-4 pages) in length. An essential feature of a good book review is the reviewer's ability to write concisely so that a comprehensive evaluation of the book can be obtained from a brief reading. So, *do not write more, write more concisely* – find creative ways to communicate your critical evaluation of the book in a short essay.

Among the features you will want to include in a strong review are:

- A discussion of the author's main contentions.
- An explanation of the type of sources the historian utilized, and the methods the author employs in choosing and organizing those sources.
- An assessment of the strong points or shortcomings of the book. It may be worthwhile to look at the author and see if they have a theme that runs through their writing, or a particular bias that is worth highlighting.

- How does this book change the way one should think about the subject (or about debated issues in the history of colonial America).

Finally, you will want to make references to specific portions of the book to illustrate your evaluation. The challenge will be to do as much of this as possible and yet not let it interfere with the restricted length of the essay. In other words, find creative ways to give examples from the book in a limited space. Obviously, quotations should be kept to a minimum, and should rarely exceed one sentence.

Bear in mind that the point of a scholarly book review is not to summarize the content of the book, but to situate the historical merit of the book and to evaluate critically the author's purpose, thesis, contentions, and methods of analysis. Hence, the bulk of the body of one's review essay will be an evaluation of how convincing was the author's presentation of his/her thesis, and a commentary on the book's contribution to one's understanding of TR and of the important issues in American history at the dawning of the 20<sup>th</sup> century.

**The Book Review is due by the end of Week 6 and will count 15% of the final grade.**

### **Research Paper (Short Article)**

Students will also write a brief (2500 words +/- 10%) paper on an aspect of Strategic Leadership that has been informed (for good or for ill) by the life, writings, and behavior of Theodore Roosevelt. Students may choose to focus on a specific aspect of leadership, or they can select a single aspect of TR's life and career (TR and race relations, TR and Women, Colonel of The Rough Riders, Assistant Secretary of the Navy, winner of the Nobel Peace Prize, managing the fallout of the Philippine –American war, etc.).

**The paper is due by the end of Week 10, will be worth 35% of the final grade,** and will be the source for an in-class presentation to be scheduled during one of the last two class sessions (Weeks 11 or 12). The goal is to provide a publishable short article by the end of the course.

**Discussion Threads:** Unless otherwise informed, students should expect to participate in discussion threads each week. The following are the minimum expectations:

1. Each student will be expected to provide at least one substantive post each week. In some weeks there may be additional post requirements.
  - a. Use the “Issues for Consideration” for a Discussion Thread prompt. Choose two issues, and craft one post per issue.
  - b. Substantive posts must be at least 300 words in length and include at least one citation to one of the assigned readings for the Topic.
  - c. Substantive posts should be posted in the Topic's Blackboard site by 2359 on the Tuesday of that week.
2. Each student will be expected to then comment on at least two (2) substantive posts provided by classmates.
  - a. Comment posts must be at least 100 words in length and include citation to at least one of the assigned readings.
  - b. Comment posts should be posted no later than 2359 on Thursday of the week.

3. Posts must be respectful in tone and should be designed to facilitate a deeper understanding of the week's Topic.

If time allows, follow-on responses and cross-talk is encouraged. The more of this that takes place, the more our interaction will approach the kind of discussion we would have if in class together.

4. If a deadline is missed, please add your post/comment as soon as possible – do not simply skip the requirement. Contact one of the FSLs if there are problems.

## HOW TO READ FASTER WITHOUT LOSING COMPREHENSION

Excerpted from an article by Matt Grant, posted Feb 18, 2018  
at <https://bookriot.com/5-tips-read-faster-without-losing-comprehension/>

So many books, so little time. How can you get through them more quickly? Here are some tips for how to read faster that don't require you to skimp on comprehension:

### 1. SKIM OR SCAN THE TEXT FIRST.

**Skimming and scanning**, two techniques that involve looking only for the most relevant bits of information first, will prime you for what's to come. Since you're already familiar with the main parts of the text, you won't be slowed down by confusing or surprising parts when you come to them in your reading.

### 2. STOP SUBVOCALIZING.

**Subvocalization** is by far the most common factor in slowing down our reading. It's how most of us read – by “speaking” the words in our heads. This slows down our reading to speaking speed, which is usually around 300 words a minute. Your eyes and brain are actually able to process words much faster. By stopping that voice in your head, you can nearly double your reading pace. The easiest thing to do is to be conscious of it and to distract yourself somehow. You can use your finger to follow the words, listen to music, or chew gum.

### 3. READ PHRASES, NOT WORDS

A similarly difficult skill to learn is how to take in phrases or chunks of text at a time, rather than individual words. But your **eye span is actually 1.5 inches long**, which means you can read up to nine words at a time! Looking at every fifth word or so will allow you to take in more at once and reduce subvocalizing. Just as with everything else, it will take some training to do this well.

### 4. QUIT RE-READING

One of the biggest time sucks while reading is constantly going back to re-read sentences or paragraphs you either didn't understand or wanted to understand more fully. But you don't actually gain much comprehension by re-reading. The confusing passages or words eventually make sense in context, or aren't necessary for enjoyment of the book.

According to Tim Ferriss, author of *The Four-Hour Work Week*, “The untrained subject engages in regression (conscious rereading) and back-skipping (subconscious rereading via misplacement of fixation) for up to 30 % of total reading time.” That's significant. Let go of having to fully

comprehend everything that's being said or going on, and you'll stop wasting time re-treading places you've already been.

## 5. READ MORE

As with all worthy pursuits, reading is a skill that takes time to develop. The more you do it, the better you will become. Setting goals forces you to carve out more time for reading. And the more books you read, the faster you get at reading them. Of course, always remember that the best way to enjoy a book is to read at your own pace. Literature is meant to be savored, and if you spend untold hours on a really great story, who cares? There will always be too many books in the world, and only so much time. Better to fully enjoy the books you really want to than try to breeze through a bunch of ones you don't.

## TOPIC 1: COURSE INTRODUCTION

*“The first lesson the student of history has to learn is to discard his concept that there are standard ultimate histories. In the nature of the case this is impossible. History is all that remains that have come down to us from the past, studied with all the critical and interpretive power that the present can bring to the task.*

Frederick Jackson Turner

*“It is of little use for us to pay lip-loyalty to the mighty men of the past unless we sincerely endeavor to apply to the problems of the present precisely the qualities which in other crises enabled the men of that day to meet those crises.”*

*“I wish that ... those among us who occupy high legislative or administrative positions, would study the history of our nation, not merely for the purpose of national self-gratification, but ... to learn the lessons that history teaches.”*

Theodore Roosevelt

### Overview:

After spending some time in a simultaneous discussion about the expectations of the course, we will spend the rest of the week in asynchronous discussion regarding the role of history in learning about strategy and leadership.

How do we use history to learn leadership? Of what value are the deeds of individuals who lived in times very different from our own? And if, as was the case with Theodore Roosevelt as with so many others, the individuals we examine had serious flaws in their character or morals (especially when judged by the standards of the day), dare we use them as examples?

One of the greatest small books on history was written by the French historian Marc Bloch, who unfortunately was executed by the Nazis before he could complete the work. The book opens with a child asking, “Tell me, Daddy, What is the Use of History?”<sup>2</sup> Bloch's objective is in seeking understanding based upon integration of facts from various sources and fragments. Behind all historical evidence are men whom the author believes are the key for unlocking historical truth and applying it in human affairs as well as to institutions and organizations. It is, therefore, not simply knowledge that we will try to uncover in this course, but understanding of who TR was, what motivated him, how the paths of his life affected him and how he affected others.

TR (as we'll refer to him throughout this course) was an extraordinary man in many ways. One of those ways was that he was and remains the only former US president to serve as president of the American Historical Association. The first reading is a speech he gave in 1912 to the annual meeting of that organization, and it provides insight into TR's view of history and its role.

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<sup>2</sup> Marc Bloch, *The Historian's Craft* (New York: Alfred A. Knopf, 1953) 3.

The other readings provide some background in historiography and examples of historiographic essays – essays not about TR but about the history of TR – how he has been written about over time. Because we will be using references from across over a century of writing, it is important to be able to think about why and how the histories we read were written.

### **Issues for Consideration:**

1. What is the use of history?
2. How do we evaluate events and people of the past from the vantage point of the present? To what degree (if at all) should we bring the cultural, legal, and social views of the present to our analysis of the past?
3. What is strategic leadership, and how does it differ from other types of leadership? By what criteria should we measure leadership in people of the past.
4. How does the way we view leaders of the past affect the lessons we draw from their example today?

### **Assigned Reading:**

- Becker, Carl. “What Is Historiography?” *American Historical Review* (AHR) 44, no. 1 (October 1, 1938): 20.  
<http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,url,uid&db=edo&AN=ejs33181860&site=eds-live&scope=site>.
- Theodore Roosevelt, “History as Literature,” Speech before the American Historical Association, December 1912. <https://www.historians.org/about-aha-and-membership/aha-history-and-archives/presidential-addresses/theodore-roosevelt>.
- Serge Ricard, ed. *A Companion to Theodore Roosevelt* (Hoboken: Wiley & Sons, 2011). <https://ebookcentral.proquest.com/lib/nationaldefense-ebooks/detail.action?docID=693804>. Introduction, pages 1-7.
- Katy Hull, “Hero, Champion of Social Justice, Benign Friend: Theodore Roosevelt in American Memory,” *European Journal of American Studies* [Online], 13-2 | 2018, Online since 05 October 2018, connection on 01 May 2019. URL : <http://journals.openedition.org/ejas/13403>;

## TOPIC 2

### THEODORE ROOSEVELT – HIS LIFE IN BRIEF

*My father, Theodore Roosevelt, was the best man I ever knew. He combined strength and courage with gentleness, tenderness, and great unselfishness. He would not tolerate in us children selfishness or cruelty, idleness, cowardice, or untruthfulness. As we grew older he made us understand that the same standard of clean living was demanded for the boys as for the girls; that what was wrong in a woman could not be right in a man. With great love and patience and the most understanding sympathy and consideration, he combined insistence on discipline.*

Theodore Roosevelt

*We cannot approach the Theodore Roosevelt along the beaten paths of eulogy or satisfy ourselves with the empty civilities of commonplace funereal tributes, for he did not make his life journeys over main-traveled roads, nor was he ever commonplace.”*

Henry Cabot Lodge

#### **Overview:**

This week we take a very quick journey through the life of Theodore Roosevelt. We begin this overview with the memorial summary of Roosevelt’s life and accomplishments provided by his friend, Henry Cabot Lodge. Lodge was a confidant and advisor to Roosevelt for almost all of Roosevelt’s professional life. As could be expected, Lodge focuses on TR’s best qualities.

The other primary reading for this week is a historiographic essay taken from the Nichols and Unger book on the Gilded Age and Progressive Era. It provides a very good overview of how Roosevelt has been treated by historians over the years – from an almost religious adoration at the beginning of the 20<sup>th</sup> century to a much more critical and even, at times, condemnatory tone as the way historians considered their craft changed.

You should be well into the other book(s) you chose to read and review for this class. Compare and contrast the sources, and be prepared to come to class and contribute insights from the different perspectives each of you have encountered in your readings.

We continue our focus on the life of Theodore Roosevelt as he recounts it in his autobiography. The chapters we cover this week include his time as a Civil Service Commissioner, as Assistant Secretary of the Navy, as the Deputy Commander of the 1st United States Volunteer Cavalry, and as Governor of New York. America’s role in the world began to change as we went to war with Spain, gained Cuba and the Philippines as overseas possessions and, for the first time, developed a navy that rivalled the other world powers. As before, consider the outside readings you are doing, compare and contrast the sources, and be prepared to come to class and contribute insights from the different perspectives you have encountered in your readings.

**Issues for Consideration:**

1. What are your first impressions of TR as a person and as a leader? How do the materials assigned for this week influence that view?
2. How do the accounts of events TR covered in this week's selections line up with (or deviate from) the accounts provided by other historians (at least as you have encountered them thus far)? What significance can we draw from these similarities and differences?

**Assigned Reading:**

- a. Gould, Lewis L. *Theodore Roosevelt*, Oxford University Press (2012).
- b. H. Cabot Lodge, *Address of Senator Henry Cabot Lodge of Massachusetts in honor of Theodore Roosevelt, ex-president of the United States: before the Congress of the United States, Sunday, February 9, 1919*. (Washington: Govt. print. off.)  
<https://babel.hathitrust.org/cgi/pt?id=loc.ark:/13960/t2t43sk2d&view=1up&seq=5>
- c. Christopher McKnight Nichols and Nancy C. Unger. 2017. *A Companion to the Gilded Age and Progressive Era*. (West Sussex: Wiley Blackwell, 2017).  
<http://site.ebrary.com/id/11331783>, pages 296 – 307.

**Watch:**

Tevya Washburn, *Theodore Roosevelt Documentary*,  
<https://www.youtube.com/watch?v=s3Iemk73z8U>

### TOPIC 3

#### ROOSEVELT IN CONTEXT: THE GILDED AGE AND PROGRESSIVE ERA

*“Long ago it was said that “one half of the world does not know how the other half lives.” That was true then. It did not know because it did not care. The half that was on top cared little for the struggles, and less for the fate of those who were underneath, so long as it was able to hold them there and keep its own seat. There came a time when the discomfort and consequent upheavals so violent, that it was no longer an easy thing to do, and then the upper half fell to inquiring what was the matter. Information on the subject has been accumulating rapidly since, and the whole world has had its hands full answering for its old ignorance.”*

Jacob A. Riis, [How the Other Half Lives](#)

#### **Overview:**

Theodore Roosevelt was the first American president to have been raised after the Civil War, and his life spanned a time of tremendous change in the United States, periods known as Reconstruction, The Gilded Age, and The Progressive Era. In order to understand Roosevelt, his world view, and his actions, we need to gain an understanding of the times in which he lived.

Most of the readings for this week come from *A Companion to the Gilded Age and Progressive Era*, edited by Christopher McKnight Nichols, and Nancy C. Unger. While the e-book as a whole is worth reading, the chapters selected should provide enough background so that, as we consider the life of Roosevelt in brief next week, and then look to dig into different aspects of leadership that have been connected with him, we can put the man and his actions into context.

I have included a brief article by Eric Foner on “The Lost Promise of reconstruction.” Foner is internationally known as a historian of the period. His book “Reconstruction: The Unfinished Revolution” is considered a magisterial account of the period, intended to undo the cultural damage done by the Dunning School, a Reconstruction narrative that misrepresented the times and, in many ways, supported the perpetuation of racist understandings of history.

Finally, we read the opening chapter of a book that focuses on TR’s use of diplomacy. This chapter provides important insight into the international context at the time, a time when American was one of the lesser powers despite its economic successes.

You should be well into the books you have selected to review; be prepared to add any insights you may bring from that book into the readings and discussion for this week and those following.

#### **Issues for Consideration:**

1. How do you evaluate the social dynamics at play in the United States in the years following the civil war?
2. Why might it make a difference in how we actions of a political figure, like Roosevelt, who was raised during one part of the period (The Gilded Age) but was most influential as a politician during the second (The Progressive Era)?

3. What are the similarities and differences between the cultural context of the Gilded Age and Progressive Era and the present day? How do these similarities and differences affect how we might evaluate Roosevelt and his qualities as an individual and as a leader?

**Assigned Reading:**

- a. Christopher McKnight Nichols and Nancy C. Unger. 2017. *A Companion to the Gilded Age and Progressive Era*. (West Sussex: Wiley Blackwell, 2017).  
<http://site.ebrary.com/id/11331783>, pages 1-43, 178-189, 205-228.
- b. Frederick W. Marks III, *Velvet on Iron: The Diplomacy of Theodore Roosevelt*, Ch. 1-  
"Roosevelt in Context," pages 1-36.
- c. Foner, Eric. "The Lost Promise of Reconstruction." *New York Times*, September 8, 2019, 7(L). Gale In Context: Global Issues (accessed July 15, 2020). <https://link-gale-com.nduezproxy.idm.oclc.org/apps/doc/A598667947/GIC?u=wash60683&sid=GIC&xid=a1d0d991>.

**Watch:**

Excerpt from "The Gilded Age," *The American Experience*, Public Broadcasting System,  
[https://www.youtube.com/watch?v=AeWE\\_FaIP6k&list=PLoRuVyzoM1918tqCctqSvd-QsyVXT-dkp&index=5](https://www.youtube.com/watch?v=AeWE_FaIP6k&list=PLoRuVyzoM1918tqCctqSvd-QsyVXT-dkp&index=5)

Book Talk: Historian Eric Foner on *Reconstruction: America's Unfinished Revolution*.  
<https://www.youtube.com/watch?v=49McwjZmlw>

## TOPIC 4

### WHAT IS STRATEGIC LEADERSHIP?

*There is always a tendency to believe that a hundred small men [or women] can furnish leadership equal to that of one big man [or woman]. That is not so... Nothing can fully take the place of the indispensable work of leadership.*

Theodore Roosevelt

#### **Overview:**

In the realm of national security strategy, strategic leadership involves “two fundamental tasks: 1) developing national security strategies to deal with the nation’s security challenges; and 2) getting those strategies carried out.” In this topic we will focus on both tasks, but with a slight emphasis on the first by examining the nature of strategic leadership and the strategic leader as chief strategist, goal-setter, and decision-maker. In the next lesson, we will shift our emphasis to the task strategic leaders face in implementing strategy; although to be sure there is a lot of overlap between the two topics.

#### **Issues for Consideration:**

1. What is strategic leadership, and how does it differ from other types of leadership?
2. Some aspects of leadership are constant; others change. What lessons have you learned thus far about those attributes that are timeless? Those that might evolve?
3. Describe tools that you might use to develop trust. Consider the question in the context of your peers, subordinates, and superiors. Think about this question in terms of interagency relationships and coalition partnerships.
4. What do you consider the most important values for senior leaders? How can senior leaders instill sound ethical cultures within their organizations?

#### **Assigned Reading:**

- a. Silas Martinez and Tom Galvin, “Leadership at the Strategic Level,” *Strategic Leadership Primer for Senior Leaders*, (United States Army War College, 2019) 1-12, 49-82.
- b. Burns, James MacGregor. *Transforming Leadership: A New Pursuit of Happiness*. New York: Atlantic Monthly Press, 2003. Pages 1-29, 214-230.

## TOPIC 5 A LEADER'S BEGINNINGS – TR'S EARLY CAREER

*[A]s soon as any man has ceased to be able to learn, his usefulness as a teacher is at an end. When he himself can't learn, he has reached the stage where other people can't learn from him.*

Theodore Roosevelt

### Overview:

**You should have identified the topic for your short paper by now.**

We begin today looking at TR's life, not simply through the lens of historians, but to consider the leadership lessons that might be gleaned from this life. James

These first two selections deal with TR's early days in politics and the approach he took to learning – not just learning from books but learning from nature and from both his success and failures. The first three chapters of TR's autobiography provide his own perceptions of this stage of his life. The two essays from *A Companion to Theodore Roosevelt* provide some depth to the topics of Strock's chapters. As before, insights from your individual readings will be helpful as well.

### Issues for Consideration:

1. TR's early career included great joys and achievements, but also terrible loss. How did TR respond to success and to failure or loss, and how might these early experiences shaped his later views and actions?
2. Roosevelt, at various times in his life, sought to be a naturalist, a historian, and a rancher before he settled into his career as a politician. How did these experiences serve as a form of learning for him, and how might that have affected his leadership styles (for good or ill)?
3. What aspects of TR's early career did you find most useful in understanding how a leader develops? What aspects did you find most troubling? Explain.

### Assigned Readings

- a. Burns, James MacGregor, and Susan Dunn. *The Three Roosevelts: Patrician Leaders Who Transformed America*, pages 8 – 38.
- b. Theodore Roosevelt, *Theodore Roosevelt: an autobiography*. (Newburyport: Open Road Media, 2016). <http://www.myilibrary.com?id=972023>. Ch. 1 – 3 (pages 7-63)
- c. Serge Ricard, ed. *A Companion to Theodore Roosevelt* (Hoboken: Wiley & Sons, 2011). <https://ebookcentral.proquest.com/lib/nationaldefense-ebooks/detail.action?docID=693804>. Ch. 2, pages 27-44.

**TOPIC 6**  
**ROOSEVELT THE REFORMER – SERVICE AS U.S. CIVIL SERVICE COMMISSIONER  
AND AS N.Y.C. POLICE COMMISSIONER**

*We must ever keep the core of our national being sound, and see to it that ... above all, our statesmen in public life practice the old commonplace virtues which from time immemorial have lain at the root of all true national well-being.*

Theodore Roosevelt

**Overview:**

**The Book Review is due this week!**

On two occasions, Roosevelt took on jobs where he had to work as a member of a team – first as part of the four-man Civil Service Commission, and then as one of several Commissioners for the New York City Police Department. The job as Civil Service Commissioner would become his longest-lasting position before the White House, spanning six years and two administrations. In both cases he soon became “first among equals” and took a leading role. And, in both cases he led a fight for good government, seeking to reform the organizations in ways that fought individual and organizational corruption. Beyond his accomplishments, though, he gained an awareness of and ability to work within bureaucracy, something that would prove useful when he later became Assistant Secretary of the Navy and President.

**Issues for Consideration:**

1. How did TR’s early life and career contribute to the approaches he took as Civil Service Commissioner and ad Police Commissioner?
2. Consider the nature of friendship and teamwork on the development and effectiveness of a leader. Who did TR rely on, whose advice did he seek, and who did he have to overcome?
3. TR’s energetic disposition was certainly one characteristic that led to him becoming “first among equals” in these two commissions. What other traits aided his efforts?

**Assigned Readings:**

- a. Burns, James MacGregor, and Susan Dunn. *The Three Roosevelts: Patrician Leaders Who Transformed America*, pages 38-47.
- b. Theodore Roosevelt, *Theodore Roosevelt: an Autobiography*. (Newburyport: Open Road Media, 2016). <http://www.myilibrary.com?id=972023>. Chapter 4, pages 63-81.
- c. Auchincloss, Louis editor, *Theodore Roosevelt: Letters and Speeches*. Literary Classics of the United States, Inc., (2004). Pages 65-76, 31-35, 193-204
- d. Burns, James MacGregor. *Transforming Leadership: A New Pursuit of Happiness*. New York: Atlantic Monthly Press, 2003, 201-214

**TOPIC 7**  
**ROOSEVELT AND THE MILITARY**  
**LEADERSHIP IN THE BUREAUCRACY AND ON THE BATTLEFIELD**

*“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.”*

Theodore Roosevelt

**Overview:**

This week’s readings and discussion focus on that aspect of leadership that TR was best known for: action. Whether it be in the form of reforming the NYPD, as Assistant Secretary of the Navy, as “The Colonel” with the Rough Riders in Cuba, or as president in deciding to take on the Captains of Industry in his “trust-busting” reforms, Roosevelt was not one to avoid action. Neither was he one to avoid action if the circumstances warranted – he was often heard to remark that he preferred to “speak softly” but believed that diplomacy was most effective when backed by both the capacity and the will to act forcefully if necessary.

**Issues for Consideration:**

1. TR both affected those he worked with and was affected by them. Many of the ideas and concepts for the military had been advanced by others in the McKinley Administration, Congress, and elsewhere. What made TR so effective in these roles?
2. How did TR draw on his past experiences to inform his actions as Lt. Colonel and then Colonel of the Rough Riders?
3. Reflect back on the context of the times – the place the US held in the world in the 19<sup>th</sup> century. How should we evaluate the expansionist views that TR advocated as Assistant Secretary of the Navy?

**Assigned Reading:**

- a. Burns, James MacGregor, and Susan Dunn. *The Three Roosevelts: Patrician Leaders Who Transformed America*, pages 47-50
- b. Serge Ricard, ed. *A Companion to Theodore Roosevelt* (Hoboken: Wiley & Sons, 2011). <https://ebookcentral.proquest.com/lib/nationaldefense-ebooks/detail.action?docID=693804>, pages 45-58, 257-273.

- c. Matthew M. Oyos, "Theodore Roosevelt, Congress, and the Military: U.S. Civil-Military Relations in the Early Twentieth Century." *Presidential Studies Quarterly*. 30:2 (June 2000): 312-330. <http://www.jstor.org/stable/27552096>.
- d. Peter Karsten, "The Nature of "Influence": Roosevelt, Mahan and the Concept of Sea Power," *American Quarterly*, Vol. 23, No. 4 (Oct. 1971), 585-600, <http://www.jstor.org/stable/2711707>.

## TOPIC 8 ROOSEVELT AS CHIEF EXECUTIVE – ALBANY AND WASHINGTON

Theodore Roosevelt

### Overview:

Upon his return from the Spanish-American War, TR was almost immediately enlisted to run for the Governorship of New York. There he continued to advance progressive reforms and was so successful that the political machine looked to get him out of office as quickly as possible. He was recruited to run in the 1900 Presidential campaign as William McKinley's Vice-President, a role that TR himself believed would end his political career. When McKinley was assassinated, however, TR found himself in the White House. The next seven years would prove to be transformative for the United States.

This week's readings examine the time that TR spent as Chief Executive for the State of New York and then for the United States in general terms, examining a few specific cases as examples of his leadership style. In the weeks that follow we will dive more deeply into some specific aspects of his presidency and its legacy.

### Issues for Consideration:

1. How did TR's experiences as Assemblyman, and Police and Civil Service Commissioner, and as a leader of the Volunteers in Cuba, inform his policies as Governor of New York and as President?
2. What best prepared TR for the tragic ascent to the Presidency occasioned by McKinley's assassination? What qualities of leadership did TR show upon taking office and in his first term?
3. It has been said that TR's approach to government was a form of "steward leadership." What qualities, statements, and actions would account for this view?
4. How do you compare and evaluate TR's successes, failures, strengths, and shortcomings as Chief Executive?

### Assigned Readings:

- a. Serge Ricard, ed. *A Companion to Theodore Roosevelt* (Hoboken: Wiley & Sons, 2011). <https://ebookcentral.proquest.com/lib/nationaldefense-ebooks/detail.action?docID=693804>, pages 59-93,
- b. Burns, James MacGregor, and Susan Dunn. *The Three Roosevelts: Patrician Leaders Who Transformed America*, 50 – 78.
- c. Burns, James MacGregor. *Transforming Leadership: A New Pursuit of Happiness*. New York: Atlantic Monthly Press, 2003, pages 58-67.
- d. Theodore Roosevelt Letter to Winthrop Chase on Anthracite Commission, Oct 22, 1902.

## TOPIC 9 ROOSEVELT'S GRAND STRATEGY FOR AMERICA AND THE WORLD

*"In foreign affairs we must make up our minds that, whether we wish it or not, we are a great people and must play a great part in the world. It is not open to us to choose whether we will play that great part or not. We have to play it. All we can decide is whether we shall play it well or ill."*

Theodore Roosevelt

### Overview:

Every President has to deal with two very distinct aspect of national interests – those dealing with foreign policy and those concerned with domestic policy. This week we consider TR's vision and actions regarding America's place in the world. Next week will focus on domestic policies and actions.

TR had many friends and colleagues who shared his views on foreign policy – Henry Cabot Lodge, Alfred Thayer Mahan, and Elihu Root to name just a few. As you consider the readings, consider also the influence these men and others had on TR's worldview, on his policies, and on the successes and failures that followed.

### Issues for Consideration:

1. Did Roosevelt have a grand strategy for America's place in the emerging modern world? What were the foundations for this vision? How much of TR's grand strategy has survived to the present time?
2. One historian asserts that Wilson failed in foreign policy because he was ahead of his time, while TR succeeded because he was abreast of the times. What might account for this view? Do you agree? Why or why not?

### Assigned Reading:

- a. Serge Ricard, ed. *A Companion to Theodore Roosevelt* (Hoboken: Wiley & Sons, 2011). <https://ebookcentral.proquest.com/lib/nationaldefense-ebooks/detail.action?docID=693804>, pages 78-93, 274-293, 314-329.
- b. Ricard, Serge. 2008. "Theodore Roosevelt: Imperialist or Global Strategist in the New Expansionist Age?" *Diplomacy & Statecraft* 19 (4): 639–57. <https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,url,uid&db=aph&AN=35651112&site=eds-live&scope=site>.
- c. Colin Dueck, "Theodore Roosevelt and American Realism," *Orbis*. 61 Iss. 4 (2017): 541-560. <https://www-sciencedirect-com.nduezproxy.idm.oclc.org/science/article/pii/S0030438717300674>
- d. Engel, Jeffrey A. 2008. "The Democratic Language of American Imperialism: Race, Order, and Theodore Roosevelt's Personifications of Foreign Policy Evil." *Diplomacy & Statecraft* 19 (4): 671–89.

<https://nduezproxy.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,url,uid&db=aph&AN=35651110&site=eds-live&scope=site>

- e. Lori Lyn Bogle, "TR's Use of PR to Strengthen the Navy." *Naval History* 21 (6) (2007): 26-31.  
<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=27275661&site=eds-live&scope=site>.
- f. Theodore Roosevelt, "Nobel Lecture – International Peace," *Nobel Lecture* May 5, 1910, <https://www.nobelprize.org/prizes/peace/1906/roosevelt/lecture/>.

**TOPIC 10**  
**ROOSEVELT’S VISION FOR AMERICAN SOCIETY – CONSERVATION AND PROGRESSIVISM**

*In the past we have admitted the right of the individual to injure the future of the Republic for his own present profit. In fact there has been a good deal of a demand for unrestricted individualism, for the right of the individual to injure the future of all of us for his own temporary and immediate profit. The time has come for a change. As a people we have the right and the duty, second to none other but the right and duty of obeying the moral law, of requiring and doing justice, to protect ourselves and our children against the wasteful development of our natural resources, whether that waste is caused by the actual destruction of such resources or by making them impossible of development hereafter.*

Theodore Roosevelt

**Overview:**

**The 2500-word research paper is due by Friday of this week.**

The Progressive Era is said to extend from about 1900 until about 1920, and encompasses the Presidencies of Roosevelt, Taft, and Wilson. World War I is credited as effectively ending the Progressive Movement, although many of its ideals would find new life when FDR came to the White House.

TR’s alignment with the political aspects of the Progressive Movement developed in his presidency but had its roots much earlier in his life and career. It included many topics on which TR was, and remains to be seen as, ahead of his time, but also reflected some of the darker aspects of American society, especially as it concerns race.

The readings for this week include excerpts from his letters that focus a bit on his interest in and work towards conservation and his correspondence with Upton Sinclair on food safety and some of the speeches that reflect his political views at this point in his life and career.

Other readings, selections from his autobiography, the eBook *Companion*, and the Burns book on TR, FDR, and Eleanor shed additional light on the intersection between this political movement and TR, as well as on the legacy.

**Issues for Consideration:**

1. Was there an underlying world-view that connected TR’s views on foreign relations and domestic policies? What do you base your conclusion on?
2. TR’s views on race and gender have brought him a great deal of criticism over the years including, but not limited to, recent debates. How do we balance the conflicting and contradictory aspects of TR’s attitudes and policies?

**Required Readings:**

- a. Auchincloss, Louis editor, *Theodore Roosevelt: Letters and Speeches*. Literary Classics of the United States, Inc., (2004), pages 115-117, 160-163, 275 – 296, 451-453 and 481-483.

- b. Theodore Roosevelt, "Conservation as a National Duty," Speech before the Conference of Governors, 13 May 1908. <https://voicesofdemocracy.umd.edu/theodore-roosevelt-conservation-as-a-national-duty-speech-text/>
- c. Serge Ricard, ed. *A Companion to Theodore Roosevelt* (Hoboken: Wiley & Sons, 2011). <https://ebookcentral.proquest.com/lib/nationaldefense-ebooks/detail.action?docID=693804>, pages 94-111, 173-215.
- d. Burns, James MacGregor, and Susan Dunn. *The Three Roosevelts: Patrician Leaders Who Transformed America*, pages 122-159.
- e. Theodore Roosevelt, *Theodore Roosevelt: an Autobiography*. (Newburyport: Open Road Media, 2016). <http://www.myilibrary.com?id=972023>. Pages 85-108, 329-344.
- f. Theodore Roosevelt, "THE STRENUOUS LIFE" speech, 10 April 1899. <https://voicesofdemocracy.umd.edu/roosevelt-strenuous-life-1899-speech-text/>

## TOPIC 11

### ROOSEVELT'S CONTINUING RELEVANCE

#### **Overview:**

This session is to be considered a “wrap-up” discussion of the course, in terms of working to discern the lessons that TR’s life and example lead. Accordingly, we return to the “Issues for Consideration” from the first week of class. It is intended that students will share insights from the assigned readings, the books that they reviewed, and the research that has gone into their papers. Today is not a day for presentation of those papers (that comes next week) but a chance to share the insights and, as the course title suggests, continued relevance of TR’s work, his times, and the challenges faced by him and the nation.

#### **Issues for Consideration:**

1. What is the use of history?
2. How do we evaluate events and people of the past from the vantage point of the present? To what degree (if at all) should we bring the cultural, legal, and social views of the present to our analysis of the past?
3. What is strategic leadership, and how does it differ from other types of leadership? By what criteria should we measure leadership in people of the past.
4. How does the way we view leaders of the past affect the lessons we draw from their example today?

#### **Required Readings:**

- a. Serge Ricard, ed. *A Companion to Theodore Roosevelt* (Hoboken: Wiley & Sons, 2011). <https://ebookcentral.proquest.com/lib/nationaldefense-ebooks/detail.action?docID=693804>, pages 452-501.

## **TOPIC 12**

### **STUDENT PRESENTATIONS AND COURSE WRAP-UP**

#### **Overview:**

This final session is devoted to in-class presentations on the research papers. Each person should prepare a 5-minute presentation of the paper. That presentation will be followed by 5 minutes of discussion among the group.

The goal of this exercise is to critically review each other's papers and be in a position to provide constructive recommendations for improvement in the thesis, argument, and conclusions of the paper. The papers can then be revised and resubmitted. It is the instructor's hope that the revised versions of the papers can be suitable for submission to an outside source for publication.

#### **Issues for Consideration:**

For each of the papers presented:

1. Consider the thesis. Is it clear and arguable? Is it relevant, not simply to the course, but to the broader issue of strategic leadership?
2. Consider the argument made and evidence presented to support the argument.
3. Does the conclusion follow from the argument and evidence presented? Does the conclusion resolve the thesis of the paper?

#### **Assigned Readings:**

The assigned readings are the papers that each person has submitted.