

Spring 2023

## An Analysis of Prominent Historical Figures throughout History The Character Traits that Defined Them

Jake Mayo  
jmayo4@murraystate.edu

Follow this and additional works at: <https://digitalcommons.murraystate.edu/bis437>

---

### Recommended Citation

Mayo, Jake, "An Analysis of Prominent Historical Figures throughout History The Character Traits that Defined Them" (2023). *Integrated Studies*. 430.  
<https://digitalcommons.murraystate.edu/bis437/430>

This Thesis is brought to you for free and open access by the Student Works at Murray State's Digital Commons. It has been accepted for inclusion in Integrated Studies by an authorized administrator of Murray State's Digital Commons. For more information, please contact [msu.digitalcommons@murraystate.edu](mailto:msu.digitalcommons@murraystate.edu).

An Analysis of Prominent Historical Figures throughout History  
The Character Traits that Defined Them

By  
Jake Mayo

Project submitted in partial fulfillment of the  
requirements for the  
Bachelor of Integrated Studies Degree

Murray State University  
April 18<sup>th</sup>, 2023

## **Abstract**

Studying Social Sciences and historical figures is a great avenue for understanding ourselves and the greater world surrounding us. Understanding social sciences is important as it allows us to use different systems to better understand ourselves as people and our place in the world.

Understanding historical events and historical figures allows us to better understand those who came before us and what made them who they are. We can use both social sciences and understanding historical figures to better understand the present, appreciate diversity, develop empathy and understanding, inspire change, learn from our mistakes, better understand our culture, and enhance our critical thinking.

*Keywords:* Social sciences, Historical figures

### **Acknowledgements**

I would like to thank my beautiful Mother for helping me proofread this paper, I'm not sure I could have got this done without her help and guidance. I would also like to thank Dr. Jordan for helping me with making the corrections to this paper. This has been by far the hardest, most challenging assignment that I have had in my entire collegiate career. It was painful at times, but I think I may be better off for it.

## Table of Contents

Introduction.....	1
Social Sciences Importance.....	1
Understanding Historical Events.....	6
Understanding The Present Importance.....	8
Appreciating Diversity Importance.....	9
Developing Empathy and Understanding Importance.....	10
Inspiring Change Importance.....	11
Learning from Mistakes Importance.....	12
Understanding Cultural Context Importance.....	14
Enhanced Critical Thinking.....	15
Alexander The Great.....	17
Narcissism.....	18
Fidel Castro.....	21
Charisma.....	21
Teddy Roosevelt.....	22
Traditional Masculinity.....	24
Cleopatra.....	26
Persuasiveness.....	27
Abraham Lincoln.....	28
Humility.....	29
Muhammad Ali.....	30

Dedication.....32

Benjamin Franklin.....34

Curiosity.....35

Genghis Khan.....39

Willpower.....40

Rosa Parks.....43

Bravery.....44

Conclusion.....46

References.....51

## **Introduction**

Who were they? This is a question that people ask or frequently wonder when someone dies. Often this is difficult enough for your everyday person but imagine how hard it is to narrow down who widely renowned, famous/infamous people were. The further back in history you go also adds difficulty. Figuring out who someone was who lived hundreds to thousands of years ago is a challenging task, but it is what I set out to accomplish. Will I be successful? There is no way to be specific. I aim to add my reasoning gathered from peer-reviewed literature who have spent their careers analyzing those from the past.

I have chosen to write about this topic as my major is not only in the social sense sphere. I have a passion for studying history, but it is also necessary that others understand the historical context of social sciences. Using historical figures as a medium for this was something that I could do.

## **Social Sciences Importance**

Social sciences are essential because they help us better understand human behavior, social interactions, and societal structures. They encompass various disciplines, including sociology, psychology, anthropology, political science, economics, and history. Here are a few reasons why social sciences are essential:

### **Social Sciences Help Us to Better Understand Human Behavior**

Social sciences allow us to study human behavior in different contexts, from individual to group and societal behavior. This knowledge is essential to create effective policies and programs addressing social problems (Richardson & Flowers, 1998). Social sciences such as psychology and neuroscience study human behavior by examining the cognitive, emotional, and physiological processes that underlie behavior. Researchers use various methods, including

laboratory experiments, surveys, and observational studies, to investigate how people think, feel, and act in different situations. Social sciences, such as sociology, examine human behavior in the context of social structures, institutions, and cultural norms (Schacter et al., 2009).

Sociologists study social phenomena such as inequality, mobility, and change, providing insights into how social networks and institutions shape human behavior (Small, 1903). Social sciences such as anthropology study human behavior from a cultural perspective, examining the beliefs, values, and customs that shape social behavior across different societies and historical periods (Eriksen, 2004).

Social sciences often use an interdisciplinary approach, drawing on multiple fields of study to develop a more comprehensive understanding of human behavior. For example, multidisciplinary research might combine psychology, sociology, and anthropology insights to study how cultural norms influence individual behavior.

Overall, social sciences provide a range of theoretical perspectives, research methods, and analytical tools for understanding human behavior. By drawing on the insights of social sciences, we can develop a deeper understanding of the complexities of human behavior and better address the social, economic, and political challenges of our time (Levitt et al., 2011)

### **Social Sciences Can Help Inform Policy Decisions:**

Social sciences provide policymakers with valuable insights into how different policies and programs may impact society. Social scientists collect and analyze social, economic, and political data. This data can inform policy decisions by providing policymakers with an evidence-based understanding of the nature and scope of social problems and the effectiveness of potential solutions. Social scientists evaluate the effectiveness of existing policies and programs. By studying the outcomes of policies and programs, social scientists can provide feedback to



policymakers on the strengths and weaknesses of different approaches, helping to refine and improve policy implementation. Social scientists assess the potential social impacts of proposed policies and programs. By examining the possible effects of policies on different populations, social scientists can help policymakers anticipate unintended consequences and ensure that policies are designed to promote social equity and justice.

Social scientists provide expert advice and consultation to policymakers on various issues. Drawing on their knowledge and expertise, social scientists can help policymakers navigate complex social, economic, and political issues and design policies grounded in sound research and analysis.

Social sciences provide policymakers with a rigorous and evidence-based understanding of social problems and potential solutions. By drawing on the insights of social scientists, policymakers can develop more effective, efficient, and equitable policies that promote the well-being of all members of society (Gauchat).

### **Social Sciences Can Help Us Understand Cultural Differences:**

Social sciences allow us to study the cultural differences between different groups. This knowledge helps us appreciate and respect other cultures and can promote cross-cultural understanding. Anthropology is a social science that focuses on studying human cultures and societies. Anthropologists study different cultures' beliefs, values, customs, and social behaviors, providing insight into how other groups of people live and interact with one another (Eriksen, 2004).

Sociology is a social science that examines the social structures and institutions that shape human behavior. Sociologists study how culture, religion, ethnicity, and other factors

influence social relationships and behavior (Hall et al., 2003). Psychology is a social science that studies human behavior and mental processes.

Psychologists study how cultural beliefs and values impact individual and group behavior, providing insights into how cultural differences can shape personality, cognition, and emotion (Triandis et al., 1973). Communication studies is a social science that examines how people communicate with one another.

Communication scholars study how language, nonverbal communication, and cultural norms influence communication across different cultural groups. Overall, social sciences provide various perspectives and methodologies for understanding cultural differences (Chen, 2009). By studying the unique characteristics of different cultures, social scientists can help promote cultural understanding and tolerance, reduce conflicts, and foster a more inclusive and diverse society.

### **Social Sciences Can Improve Our Communication Skills:**

Social sciences require practical communication skills, both written and verbal, which can help us in our personal and professional lives. Social science provides an understanding of human behavior and the context of communication. By studying social science disciplines such as psychology, sociology, and anthropology, individuals can gain a deeper insight into how people communicate and interact with one another. This understanding can help individuals tailor their communication to specific audiences and situations, improving the effectiveness of their messages (Hirshfield et al., 2019).

Social sciences can enhance critical thinking skills essential for effective communication. By learning to analyze data, evaluate arguments, and identify biases, individuals can become better communicators, as they can articulate their points of view and respond to

objections. Social sciences can improve empathy and emotional intelligence, which are essential to effective communication. By studying social science disciplines such as psychology and sociology, individuals can develop a better understanding of the emotions and motivations of others, allowing them to communicate more compassionately (Rockwell et al., 2019). Social science provides a valuable framework for understanding human behavior and interaction, which can enhance communication skills and lead to more effective and meaningful communication.

### **Social Sciences Can Contribute to Innovation:**

Social sciences contribute to creation by helping us better understand social phenomena, which can lead to new ideas and solutions to complex problems. They are critical in shaping our policies, cultural understanding, communication skills, and innovation. Social sciences such as anthropology, sociology, and psychology can help organizations understand user needs and preferences. By studying users' behavior, motivations, and attitudes, social scientists can provide insights that can inform the design and development of new products and services that better meet users' needs (Tornatzky et al., 1982).

Social sciences can help organizations predict emerging trends in consumer behavior, technology, and society. By analyzing data and studying human behavior, social scientists can identify patterns and indicate how people will respond to innovations, allowing organizations to develop products and services that are more likely to succeed in the market. Social sciences can help organizations understand the social impacts of new technologies and innovations. By studying the ethical, social, and environmental implications of new technologies, social scientists can help organizations make informed decisions about developing and implementing innovations that benefit society as a whole. Social sciences encourage collaboration between experts from different disciplines (Subrahmanian et al., 2018).

Organizations can leverage diverse perspectives and knowledge to develop more innovative solutions to complex problems by bringing together experts from social science, engineering, and other fields. Overall, social sciences provide a valuable perspective on human behavior and society, which can help organizations develop more innovative and socially responsible products and services.

### **Understanding Historical Events**

Understanding the character traits of historical figures can help us understand the motivations behind their actions and decisions. By studying their characteristics, we can understand why they acted the way they did, which can help us better understand historical events. Learning from their successes and failures can have Historical figures serve as role models or cautionary tales. We can learn from their successes and failures by studying their character traits and applying those lessons (Stearns, 1998).

### **We Can Learn From The Past**

By studying historical events and using this knowledge can help us make better decisions in the present and plan for the future. By studying historical events, we can understand the factors that led to these events and their consequences for individuals and societies. This knowledge can help us identify patterns and trends that can inform our decision-making in the present and future. Studying historical events allows us to learn from the mistakes and successes of the past.

We can identify what went wrong in the past and how we can avoid repeating those mistakes in the future. We can also determine what worked well in the past and build on those successes. Historical events often involve conflicts and tensions between different groups or

individuals. Studying these events, we can better understand other perspectives and experiences and develop empathy for those facing hardship and adversity.

Learning historical events requires critical thinking and analysis as we seek to understand complex events and their causes and consequences. This type of thinking is essential for making informed decisions in the present and future. Understanding historical events helps us learn from the past and apply those lessons to the current end. By developing a deeper understanding of the past, we can make better decisions and build a better future for ourselves and future generations (Stearns, 1998).

### **Understanding Our Culture and Identity**

Historical figures have shaped the cultures and identities of nations and peoples worldwide. We can use this knowledge of these figures to better understand our history and our place in the world. This is important as it gives us a sense of belonging, as cultural identity is crucial to our sense of belonging and connection to a community. By understanding our cultural identity, we can feel a sense of connection to our heritage and history and the people who share that heritage and history.

We may gain more self-awareness which can aid us in understanding our cultural identity and help us know who we are, what we value, and how we see ourselves concerning others. This self-awareness can help us navigate relationships and interactions with people from different cultural backgrounds (Corfield, 2008).

### **Preserving Cultural Heritage**

Cultural identity is an essential part of cultural heritage, and understanding our cultural identity can help us maintain and protect that heritage for future generations. Understanding our cultural identity is indispensable to our sense of belonging, self-awareness, appreciation of

diversity, cultural preservation, and empowerment. It helps us to understand ourselves better and connect with others in a more meaningful way. Understanding our cultural identity can empower us to take pride in our heritage and culture and to use our cultural strengths and traditions to achieve our goals (McGill, 2022).

### **Understanding the Present Importance**

Many of the challenges and issues we face today have their roots in historical events and, in turn, the characters that were the driving forces behind them. Understanding the present is essential for several reasons.

### **Making Informed Decisions**

Understanding the current state of the world, including social, political, and economic conditions, is necessary for making informed decisions. Whether in our lives or roles as citizens, we must understand the current context to make the best choices for ourselves and others.

### **Identifying and Addressing Problems**

By understanding the present, we can recognize and address concerns that need to be solved. This includes social issues such as inequality, environmental problems such as climate change, and political issues such as corruption or conflict (Franco et al., 2019).

### **Planning For the Future**

Understanding the present is also essential for preparing for the future. Understanding current trends and patterns allows us to anticipate future developments and plan accordingly. This is important in many areas, such as business, education, and public policy.

### **Appreciating the Present Moment**

Finally, understanding the present can help us enjoy the moment we are in right now. Being mindful and present allows us to savor life's moments and find joy in the here and now.

Overall, understanding the present is crucial for making informed decisions, identifying and addressing problems, planning for the future, enhancing empathy and understanding, and appreciating the present moment (Nezlek et al., 2016).

### **Appreciating Diversity Importance**

History is full of diverse stories and perspectives. By studying historical events from different regions, cultures, and periods, we can gain a deeper appreciation for the diversity of human experience. Historical events are essential for understanding ourselves, our world, and our place. It helps us learn from the past, navigate the present, and plan for the future.

Appreciating diversity is essential for several reasons.

#### **Building a More Inclusive Society**

Appreciating diversity means valuing and respecting people from different backgrounds, cultures, and experiences. Doing so creates a more inclusive community where everyone feels valued and included (Edgell & Tranby, 2010).

#### **Fostering Creativity and Innovation**

Diversity brings a variety of perspectives and ideas, which can foster creativity and innovation. By appreciating diversity, we can tap into different individuals' unique strengths and experiences and create new solutions to complex problems (Phillips et al., 2014).

#### **Challenging Stereotypes and Biases**

Appreciating diversity can challenge stereotypes and prejudices in our society. Exposing ourselves to different cultures and experiences can break down barriers and gain a more nuanced understanding of the world around us (Edgell & Tranby, 2010).

#### **Enhancing Personal Growth**

Appreciating diversity can also improve our personal growth by exposing us to new ideas and experiences. By stepping outside our comfort zones and exploring new cultures and perspectives, we can broaden our understanding of the world and expand our horizons (Phillips et al., 2014).

### **Advancing Social Justice**

Appreciating diversity is essential to advancing social justice. It helps challenge and dismantle systems of oppression and discrimination and promotes a more just and equitable society. Overall, appreciating diversity is essential for building a more inclusive community, fostering creativity and innovation, challenging stereotypes and biases, developing empathy and understanding, and enhancing personal growth. It allows us to celebrate our differences and learn from one another, creating a more vibrant and interconnected world.

### **Developing Empathy and Understanding Importance**

We can better understand historical figures' perspectives and experiences. This can help us build compassion and a deeper understanding of the human experience. Developing empathy and understanding is vital for many reasons.

### **Building Solid Relationships**

Empathy and knowledge are essential for building strong relationships with others. When we understand and empathize with someone else's feelings and experiences, we can communicate effectively, resolve conflicts, and build trust (Anderson, 2018).

### **Fostering Cooperation and Teamwork**

Empathy and understanding are essential for promoting collaboration and teamwork. By understanding and valuing the perspectives and contributions of others, we can work together more effectively towards shared goals (Koppen & Meinel, 2014).



### **Promoting Compassion and Kindness**

Empathy and understanding can also promote compassion and kindness towards others. When we can put ourselves in someone else's shoes and understand their experiences, we are more likely to act with empathy, service, and compassion (Cochrane et al., 2019).

### **Improving Mental Health**

Empathy and understanding can also improve mental health by reducing feelings of isolation and loneliness. When we feel understood and supported by others, it can help us cope with stress and adversity. Developing empathy and understanding is essential for building stronger relationships, promoting tolerance and acceptance, resolving conflicts, enhancing self-awareness, and fostering social change. It helps us become more compassionate, connected, and effective personally and professionally (Gerdes & Segal, 2011).

### **Inspiring Change Importance**

Historical figures can inspire us to make positive changes in our lives and society. By studying their character traits, we can learn from their examples and work to emulate their positive qualities. Inspiring change is essential for several reasons. Addressing problems and challenges: Inspiring change can help address issues and challenges in society, whether they be social, environmental, economic, or political. It can help us identify areas for improvement and work towards creating positive change (Schilling, 2018).

### **Making Innovation and Progress**

Inspiring change can lead to innovation and improvement by encouraging new ideas, technologies, and solutions. It can challenge the status quo and drive us toward greater creativity and advancement.

### **Empowering Individuals and Communities**

Inspiring change can also enable individuals and communities to take action and make a difference. It can help people realize their potential and encourage them to become agents of change in their lives and communities.

### **Fostering Social Responsibility**

Inspiring change can promote social responsibility by enabling individuals and organizations to take responsibility for their actions and their impact on society. It can help us recognize our collective responsibility to create a more just and equitable world.

### **Creating a Better Future**

Ultimately, inspiring change is essential for creating a better future for ourselves and future generations. It can help us address global challenges such as climate change, poverty, and inequality and work towards creating a more sustainable and equitable world for all.

Overall, inspiring change is essential for addressing problems and challenges, creating innovation and progress, empowering individuals and communities, fostering social responsibility, and creating a better future. It helps us work towards a more just and equitable world where everyone has the opportunity to thrive.

### **Learning From Mistakes Importance**

Historical figures are often remembered for their successes and failures. By understanding their character traits, we can better understand why they made certain decisions and learn from their mistakes. This can be especially helpful for leaders who want to avoid making similar mistakes. Learning from mistakes is essential for several reasons:

### **Improving Decision-Making**

When we learn from our mistakes, we can make better decisions in the future. We can identify what went wrong and what we could have done differently and apply these lessons to similar situations in the future (Stearns, 1998).

### **Developing Resilience**

Learning from mistakes can also help us build strength, which is the ability to bounce back from adversity. By acknowledging and learning from our mistakes, we can become more resilient and better equipped to handle challenges and setbacks.

### **Building Self-Awareness**

Learning from mistakes can also help us develop self-awareness by understanding our strengths and weaknesses. We can identify areas where we must improve and develop new skills and abilities to help and better improve ourselves. (Perkinson, 1979).

### **Enhancing Creativity**

Learning from mistakes can also improve creativity by encouraging us to think outside the box and try new things. By taking risks and learning from our failures, we can become more innovative and creative in problem-solving (Woods & Rosenberg, 2016).

### **Strengthening Relationships**

Learning from mistakes can enhance relationships by demonstrating humility and vulnerability. Learning from mistakes is essential for improving decision-making, developing resilience, building self-awareness, enhancing creativity, and strengthening relationships. Acknowledging our mistakes and taking responsibility can build trust and foster deeper connections with others. It helps us grow and develop as individuals and become more effective problem-solvers and leaders in our personal and professional lives (Edmondson, 2004).

## **Understanding Cultural Context Importance**

Understanding the character traits of historical figures can also help us understand the cultural context in which they lived (Schilling, 2018). For example, understanding the fierce independence of leaders like George Washington or Fidel Castro can help us understand why their movements gained such strong support. Understanding cultural context is essential for several reasons.

### **Avoiding Misunderstandings**

Cultural context is also crucial for avoiding misunderstandings and miscommunications. When we know cultural norms and customs, we can prevent unintentionally offending others or misinterpreting their intentions (Roccas & Sagiv, 2010). This is particularly important in multicultural settings where people from different cultural backgrounds interact regularly.

### **Enhancing Cross-Cultural Communication**

Understanding cultural context can also improve cross-cultural communication. By understanding the cultural context of the person or group we are communicating with, we can adjust our communication style to be more effective and avoid misunderstandings (Roccas & Sagiv, 2010).

### **Building Relationships**

Cultural context is also essential for building personal and professional relationships. Understanding and appreciating cultural differences can strengthen connections with people from different backgrounds and develop deeper trust and respect (Shen et al., 2018).

### **Promoting Cultural Sensitivity and Competence**

Finally, understanding cultural context is essential for promoting cultural sensitivity and competence. This involves being aware of our cultural biases and assumptions and being willing

to learn from others. By developing cultural sensitivity and competence, we can become more effective global citizens and leaders and work towards creating a more inclusive and equitable society (Wells, 2000). Understanding cultural context is essential for appreciating diversity, avoiding misunderstandings, and enhancing cross-cultural communication, building relationships, and promoting cultural sensitivity and competence. It helps us become more culturally aware, competent, and better equipped to navigate a diverse and interconnected world.

### **Enhancing Critical Thinking**

Understanding the character traits of historical figures can help us develop our necessary thinking skills. By analyzing their actions and decisions in light of their character traits, we can better understand the complex factors that shaped history (Schilling, 2018) (Paul, 2005).

Enhancing critical thinking is vital for several reasons.

#### **Better Decision-Making**

Critical thinking allows us to make better decisions by evaluating and analyzing information objectively. This is especially important for those in positions of leadership as they have to make good decisions for others as well as themselves. People in high risk fields such as being a soldier or firefighter can benefit from fostering this skill as it could potentially be a life or death decision for themselves or others

#### **Problem-Solving**

Critical thinking is also essential for problem-solving. It enables us to identify problems, evaluate possible solutions, and make informed decisions about addressing them. It helps us identify biases, assumptions, and fallacies in our reasoning and make informed decisions based on evidence and logical reasoning instead of being irrational and making emotional ones (Haber, 2020).

**Innovation**

Critical thinking can foster innovation by encouraging us to challenge the status quo and think creatively. We can generate new ideas and solutions to complex problems by questioning assumptions and exploring different perspectives.

**Effective Communication**

Critical thinking is also essential for effective communication. It enables us to articulate our ideas clearly and effectively and to evaluate the arguments and opinions of others objectively. This is useful for debating or settling disputes between people in the workplace or in everyday life.

**Personal Development**

Finally, enhancing critical thinking is essential for personal growth. It can help us become more self-aware and reflective and develop our values, beliefs, and ethical principles. Enhancing critical thinking is essential for better decision-making, problem-solving, innovation, effective communication, and personal development (Moon, 2007). It helps us navigate a rapidly changing world and become more effective and ethical decision-makers and leaders (Haber, 2020).

People have drawn different conclusions about certain people's personalities throughout history due to their research and biases. My The project responds to the differing consensus of those who analyze people throughout history and need help concluding what type of person they were. I plan to add my two cents with as little bias as possible.

I look at things objectively, and if anything disproves what I previously thought about someone, I will address it as so. I will begin each analysis by providing a brief overview of the

history and lives of each individual for added context to the argument I am making about their character and the personality trait that encompasses them the most.

### **Alexander the Great**

Alexander was born on July 356 BC and died June 323 BC at 32. He was king of the ancient Greek kingdom of Macedonia and became so at age 20 after his father's death. He is credited for conquering and subsequently ruling the entire "known world" at the time, which stretched from Greece to Northwest India. There is no way of knowing the extent of Alexander's Ambition when he crossed to Asia in 334 B.C., but it is a good guess that it was not modest. (Pearson, 1955) Modesty is not the word that is to be used when describing anything about the man who was Alexander the Great.

Alexander was convinced that instead of being the son of his father, King Phillip, he was the illegitimate son of the Greek God Zeus (Anson, 2021). This gives some insight into the mind of Alexander, being that what reasoning was there for him to be modest? He was, in his mind, a demigod. Mere mortals were beneath him in most aspects. His exploits throughout his life did nothing but help to reinforce this.

He became king by 20, conquering the known world by 30, and undefeated in battle. These things reinforced what Alexander thought about himself, which was, by all accounts, and as stated before, nothing modest. In his mind there was no reason for Alexander was humble as he had no one to answer to himself: Thus, when he crossed to Asia, Alexander came in a dual capacity. He was the chief (hegemon) of the Corinthian League and King of Macedon.

The latter office meant that he was responsible to no one but himself in military matters (Robinson, 1957). Conquering the known world is something other than what modest people set out to do. Being humble is excellent, but there is something that can pressure those to accomplish

things that others may not even dream of. This, of course, is narcissism.

### **Narcissism**

Choosing narcissism for what I believe Alexander the Great's defining characteristic might seem odd in context to what I have previously stated about the man. Is narcissism something that can be positive? Indeed, if Alexander the Great were a narcissist, he would not have been able to accomplish the things he did throughout his life as it would have held him back. What is there to gain from believing that you are better than everyone else under your being.?

This character trait may not be as harmful as people make it out to be. Imagine a personality construct called construct X. Construct X-ers are happier than most, less socially anxious, and less depressed. Construct X-ers have higher self-esteem (even if it is shaky), feel closer to their ideal selves, and think they are smarter and better-looking than others. They feel less shame and guilt than non-X-ers. Likewise, they are more energetic and socially extraverted than non-X-ers and spend much time seeking new challenges and sensations. They love to compete and win and to be noticed for this (Campbell, 2001).

Alexanders' competitive nature, a byproduct of his narcissism, was evident in almost every facet of his life. He loved the accolades of winning, to prove to others what he already knew about himself, which was that he was the best. His desire to be the best and let it be known led him to win many battles where his army was considerably outnumbered, the most notable being his victory over the Persian King Darius III in 331 BC.

His confidence through his narcissism may also have been a critical turning point in his victories. He passionately led his troops, inspiring them to win when other, more modest leaders may have caved under pressure. Believing, genuinely believing that you will achieve even



though all odds must have had quite the ripple effect on his troops that were looking to him for guidance at that moment, undoubtedly helping to spur them to victory (Campbell, 2001).

This makes quite a compelling argument for a devil's advocate approach regarding narcissism. Being humble, modest, and content are decent things for some people, but if Alexander had these traits, would he have gone on to accomplish the things he did in his life? Alexander was something motivated and ambitious. Every part of him desired to leave a lasting legacy. I believe narcissism made him a non-socially anxious, shameless, hyper-competitive winner. They lack severe depression and other things that inhibit them most throughout their lives.

What does someone who lacks these negative traits also seem to possess? That would be charisma, which I believe there was a byproduct of his already prevalent narcissistic tendencies. Confidence, true confidence, can be magnetic. If you believe in yourself, chances are other people will too.

When you are confident, you speak with conviction, and for someone who has been in the limelight since he was a young boy due to being the heir to his father King Phillip's throne, he was well versed when it came to the art of public speaking. Alexander was known for giving many well-known speeches as king, but one stands out. That would have to be his famous Opis Mutiny speech. What also makes this speech notable is that his narcissism was displayed throughout it, yet he could sway his audience to his side regardless.

Alexander The Great's famous "Opis Mutiny." the speech was essentially him bragging to his dissenting followers about how much he had done for them to persuade them not to desert him—scolding them for not believing in his greatness anymore. With lines, the crazy part about this is that it ultimately worked.

His soldiers profusely apologized, begging for his forgiveness and continuing to follow him until his death (Carney, 1996). Would a more modest, less narcissistic ruler have thought to include/emphasize how he served and provided for his people to elevate himself? Could someone with less charisma have convinced his people to return to him? In this case, I believe Alexander's narcissism made his troops think and want to follow him again.

I have covered the benefits of Alexander the Great's personality that was brought on by his narcissism. His self-confidence factored into every facet of his life, but most notably, its likely effect on his battlefield victories. His perseverance when faced with obstacles such as the Opis mutiny or the stalemate at the Battle of Hydaspes. Lastly, his charisma and leadership abilities helped him win his troops' loyalty and forge alliances with other leaders and kingdoms. In summary, his motivation/ambition driving him to conquer new lands and territories, led him to what he desired: a lasting legacy (Robinson, 1957).

Since I have covered the pros of how narcissism affected Alexander the Great's life, it seems fitting to discuss how his narcissism negatively affected his life. It would not have the negative stigma behind it if it were a purely positive trait. In particular, to how narcissism is linked to hedonistic tendencies. Those with large egos tend to fall into hedonism for whatever reason, while those with low egos tend to be less hedonistic than their narcissistic counterparts. Narcissism and an oversized ego are synonymous, which leads to certain behaviors (Crocker, 1976). Alexander likely died from alcohol poisoning at 32 from excessive drinking and was known to have a pleasure-seeking lifestyle before that.

While other narcissistic traits such as lack of empathy or remorse may seem to fit Alexander to a T for what most from the outside looking in see as a bloodthirsty conqueror, it seems it is not as cut and dry. For example, he has often shown compassion for his enemies, and

when his friend and companion Hephaestion was killed, it devastated him (Bosworth, 1971). All of these things are not typical for someone with empathy.

### **Fidel Castro**

Fidel Castro was born on August 13, 1926. He was the leader of the Cuban Revolution in 1959, overthrowing the dictator Fulgencio Batista and establishing a socialist government in Cuba. He was a Cuban revolutionary and politician who served as the Prime Minister of Cuba from 1959 to 1976 and later became Cuba's President from 1976 to 2008.

During his time in power, Castro implemented significantly social and economic reforms, including nationalizing industries and establishing a universal healthcare and education system. He was also known for his opposition to the United States and close relationship with the Soviet Union, which led to tensions during the Cold War.

Castro was a controversial figure, praised by some for his socialist policies and opposition to U.S. imperialism, while criticized by others for his human rights abuses, including the suppression of political dissidents and the restriction of free speech and press. He resigned as president in 2008 due to poor health, and his brother Raul Castro succeeded him. Fidel Castro died in 2016 at the age of 90.

### **Charisma**

Charisma is what I would consider to be the defining trait for Castro. Illustrating charisma in leaders can be done by using the Weber model as a framework. In summary, charismatic leaders frequently incorporate themselves into every part of the government and people's lives, creating what many would call a "Cult of Personality. (Cabbuag, 2016)" Cuba was poor, and the government was authoritarian, yet Castro's popularity continued to rise and stay very high until his death.

He was another charismatic leader with a hold over his people like no one else could. Fidel had such a hold over his citizens despite the less-than-ideal situation they were in societally due to making himself a facet of everything in Cuba in some way or another, he became comforting to the people and was synonymous with Cuba in itself (Lemass, 1985).

Fidel Castro's cult of personality refers to the intense love and support given to him by his supporters and, by extension, the Cuban government during his reign as the dictator of Cuba. Billboards propagated the cult of personality around Castro with pictures of himself and slogans that favored him, newspaper flyers showing off his achievements, and giant statues showing his dominance. By following him, the Cuban people would too (Lemass, 1985).

Castro was portrayed as a hero, a savior to the Cuban people who led the Cuban Revolution and stood up to the United States, most notably during the Bay of Pigs, a failed coup to overthrow Fidel and the Cuban government in 1961. This failure was due to the U.S. thinking that the Cuban people would accept the staged rebellion with open arms; it turns out this was very wrong, and the invasion was a colossal failure (Sandman, 1986).

He was often shown wearing military attire instead of the traditional suit and tie that almost every politician wears (Latell, 1986). This was meant to show how he was supposed to be a man of the people, not over. His speeches were continuously broadcast on state television and radio, which was used to further cement his public image as a powerful and charismatic leader.

The cult of personality around Castro also served to suppress dissent and opposition, as any criticism or questioning of his policies was seen as an attack on the Cuban state and its leader. This created a climate of fear and intimidation, with many people reluctant to speak out against the government for fear of reprisals (Bunck, 2010).

**Teddy Roosevelt**

Theodore Roosevelt was born on October 27, 1858, and died on January 6, 1919; he was the 26th president of the United States, serving one term from 1901 to 1909. He was known for his magnetic, full-of-energy demeanor, well-documented love of the outdoors, and aggressive America's first foreign policy (Carl Cavanagh Hodge., 2007).

Roosevelt was born into a wealthy family in New York City but was a very sickly child. Skinny and prone to illness, Roosevelt overcame the health problems that plagued him through his early years through a strict exercise regimen, particularly boxing, and wrestling. He also became an avid outdoorsman, which would go on to shape his conservation policies, most notably his national parks law act, which made sections in the continental United States protected, including the animals that resided on them (Bernard & Barlow , 2012).

Roosevelt dipped his hat into politics in the 1880s, serving as a member of the New York State Assembly and later on, after rising through the political ranks to serve as the governor of New York. He became famous for his efforts in fighting corruption within the government and businesses and for his progressive policies, such as advocating and protecting workers' rights, environmental conservation, and breaking up business monopolies (Diaz-Espino, 2014).

These policies were rather unexpected coming from Roosevelt as he had no reason to oppose the upper class due to his being a part of it his entire life, which indicates that he did not do things for his gain alone but also what he thought was right for the American people.

In 1901, Roosevelt became president of The United States after the assassination of William McKinley shortly into his presidency, which made Teddy Roosevelt, who was second in line as the vice president, not the man in charge. During his presidency, he continued his progressive policies, including, as mentioned earlier, establishing national parks and regulating big business, continuing to break up monopolies.

He also notably had the Panama Canal built, making The United States the undisputed trade regulator in the region (Diaz-Espino, 2014). He also continued pursuing an aggressive foreign policy, intervening in the Russo-Japanese war, and winning the Nobel peace prize for his efforts in negotiating the war's end (Parsons , 1969). Roosevelt is remembered as one of American history's most revered and influential presidents. His legacy includes his conservation efforts, his advocacy for workers' rights, and a vision of America becoming less isolationist and rising into a world power.

### **Traditional Masculinity**

Theodore Roosevelt's most notable character trait was his pure embodiment of a strong sense of traditional masculinity during his lifetime. He believed in virtues such as honor and courage and lived his idea of the "strenuous life," emphasizing physical and mental strength and perseverance through all odds. This concept influenced his personal life, political views, and leadership style (Fehn, 2005).

Roosevelt, an avid outdoorsman, also enjoyed traditionally masculine things such as hunting, hiking, fishing, etc. He believed physical activity was necessary to live a healthy, optimal life and frequently used examples from his personal experiences to promote the agenda. He found that outdoor activities could promote masculinity, as he found being a rugged outdoorsman essential to being a man. These were subsequently traits that he believed were essential for American men (Fehn, 2005). In addition, Roosevelt was also a proponent of America being a dominant military power on the world stage.

Before the Spanish-American War of 1898, Roosevelt campaigned hard for the United States to enter a war with Spain. He believed that military service allowed men to prove their courage and patriotism, offering them a chance to prove their masculinity through military

service. The topic of masculinity was a huge piece of the propaganda toolset for the Spanish American War (Charnon-Deutsch, 2014). This, throughout history, is not uncommon for a politician; the bizarre fact is that once the war began, he resigned from his comfortable political position and entered the war himself, leading his men into battle under his cavalry regiment nicknamed Roosevelt's Rough Riders (Roosevelt & Leeuwen, 1997).

Roosevelt's masculinity also played a big part in forming his political views, such as his advocacy for imperialism and colonialism. He firmly believed that the United States was obligated to spread its values and way of life to other parts of the world, so he used the military to achieve his goals (Carl Cavanagh Hodge & Nolan, 2007).

Overall, Roosevelt's views on masculinity were rooted in his belief in individualism, physical strength, and a strong military. While some of his views on masculinity may be outdated or controversial today, they significantly impacted American culture and politics during his lifetime.

With this trait it is often perceived, depending on the person that there are pros and cons to what people call "traditional masculinity" I believe that it is important to discuss both to give a better understanding of the trait and let people form their own judgment.

Some of the commonly perceived benefits of traditional masculinity include Traditional masculinity values of self-sufficiency and independence, which can lead to increased confidence and competence in handling challenges. Traditional masculinity often associates leadership with masculinity, which can lead to individuals developing strong leadership skills and the ability to make decisions under pressure, although this may be due to a familiarity of being in those situations (Sheaffer et al., 2011).

Traditional masculinity has often emphasized physical strength as a desirable trait, which can help individuals perform physically demanding tasks and protect themselves and their loved ones (McCreary et al., 2005). Traditional masculinity has often valued emotional stoicism and resilience, which can help individuals cope with stress and adversity.

Some of the negative consequences associated with traditional masculinity include Traditional masculinity often associates emotions with weakness and discourages men from expressing vulnerability or seeking help when struggling with mental health or emotional issues. Traditional masculinity can perpetuate harmful stereotypes and behaviors towards women and other marginalized groups, such as promoting aggression and violence as a means of asserting dominance (Gray, 2021).

Traditional masculinity can create unrealistic expectations for men to conform to traditional gender roles, limiting their freedom to express themselves and pursue their interests and passions. Traditional masculinity can lead to unhealthy behaviors, such as a reluctance to seek medical care or engage in self-care practices, which can have negative consequences for men's physical and mental health (Elliot, 2018).

### **Cleopatra**

Cleopatra was born in 70 B.C. and died on August 30 B.C. She was born into the Ptolemaic dynasty, a Greek-speaking kingdom that ruled Egypt after the death of Alexander the Great. She became queen at 18 and led alongside her brother Ptolemy briefly. However, their relationship soon became strained, and Cleopatra was exiled from Egypt. Cleopatra later began an intimate relationship with Roman general Julius Caesar. She allied herself with Caesar in his civil war against Pompey and their relationship eventually led to the birth of their son, Caesarion.



After Caesar was assassinated, Cleopatra aligned herself with Mark Antony, one of Caesar's generals. They began a relationship and ended up having three children together. However, their alliance was unsuccessful, and Octavian defeated them in the Battle of Actium. After their defeat and to not fall into the hands of Octavian and his army, Cleopatra and Antony committed suicide and Egypt became a Roman province (Roller, 2010).

### **Persuasiveness**

Cleopatra's defining trait is her persuasiveness. She used this to her advantage several times by negotiating and manipulating her way through difficult political situations, often using charm and intelligence. One of Cleopatra's most famous examples of persuasiveness was her relationship with Julius Caesar. She is said to have entered his presence wrapped in a carpet, which she then unrolled at his feet to demonstrate her humility and submission (Knippschild & Morcillo, 2013). From there, she persuaded Caesar to support her in her quest to regain the throne of Egypt.

Cleopatra was also known for her linguistic abilities, speaking multiple languages fluently, which allowed her to communicate with people from various cultures and backgrounds. She used this skill to her advantage in diplomatic negotiations, often speaking directly to foreign leaders in their language (Kleiner, 2005). In addition, Cleopatra was known for her intelligence and political acumen. She was well-versed in Egyptian history, law, and religion and used this knowledge to her advantage in negotiations with foreign powers. Cleopatra's persuasiveness was a critical factor in her success as a ruler. She navigated complex political situations, negotiated with foreign powers, and maintained her grip on power despite the many challenges she faced during her reign.

Persuasiveness is convincing others to believe or act in a certain way. It is an important skill that can be used in various aspects of life, including personal, professional, and social situations. Persuasiveness helps individuals communicate more effectively with others. By being persuasive, individuals can present their ideas in a way that is more likely to be heard and understood by others. Persuasiveness is essential in negotiations, whether in a business or personal context (Sycara , 1990). Influencing others can help individuals achieve their desired outcomes and reach beneficial agreements for all parties involved. Effective leaders must be persuasive to motivate their team and gain buy-in for their vision.

By being persuasive, leaders can inspire their team to achieve their goals and work towards a common objective. In sales, persuasiveness is crucial for convincing customers to buy a product or service. A persuasive sales pitch can help individuals differentiate their product or service from competitors and increase their chances of closing a sale. Persuasiveness is an essential aspect of influence. By being persuasive, individuals can gain influence over others and positively impact their lives (Olson & G.A. Haynes, 2008). Persuasiveness is an important skill that can be used in various aspects of life. By mastering this skill, individuals can communicate more effectively, negotiate better, become effective leaders, increase sales, and gain influence over others.

### **Abraham Lincoln**

Abraham Lincoln was born on February 12, 1809. He died on April 15, 1865; he was the 16th president of the United States of America and served in office from 1861 until his assassination four years later, in 1865. He was known for leading the nation during the American Civil War, preserving the Union, and being the leader in ending the practice of slavery in the United States.

Lincoln was born very poor, the only child living in a log cabin in Kentucky. Despite his rather challenging starting position, he used the resources he had to teach himself to read and write. These skills would eventually help him find a way out of his status by allowing him to become a lawyer and later a politician (J., 2000). He would go on to serve in the Illinois state legislature and the U.S. House of Representatives as a member of the Republican party before being elected President of the United States in 1860.

As President, Lincoln faced the challenge of a divided nation on the brink of civil war. He worked tirelessly to preserve the Union and was ultimately successful, but not before hundreds of thousands of Americans lost their lives in the conflict. Lincoln's most significant accomplishment was the Emancipation Proclamation, which he issued in 1863. This executive order declared that all enslaved people in The confederate-held territory were to be freed. It paved the way for ending slavery in the United States (Lincoln, 2015). Lincoln is also known for his powerful speeches, including the Gettysburg Address and his Second Inaugural Address. During one of the most challenging periods in American history, Lincoln's leadership cemented his place as one of the country's greatest Presidents.

### **Humility**

Abraham Lincoln defining trait is his humility, a defining characteristic throughout his life and career. Despite his many accomplishments, he remained grounded and focused on the needs of others. One famous example of Lincoln's humility occurred during his presidency. A young girl wrote to him, suggesting that he grow a beard. Lincoln took the suggestion seriously and began developing a beard, later commenting that "the people seemed to like it." This simple act demonstrated Lincoln's willingness to listen to the concerns and opinions of others, even when they were unexpected or seemingly insignificant (Dondero et al., 1908-1984).

Lincoln's humble origins also played a role in shaping his character. He was born into poverty and had to work hard to achieve success in his life. This background instilled in him a deep sense of empathy and compassion for those struggling, and he was committed to using his position of power to help those in need. Lincoln's humble origins and modest lifestyle likely contributed to his humble demeanor. Despite him growing up in poverty he always worked hard to achieve success, and he never lost sight of the struggles and challenges faced by ordinary people (J., 2000).

Abraham Lincoln grew up in poverty and faced financial struggles throughout his life. His family was poor and lived a simple life on the frontier. They frequently moved in search of better opportunities, and Lincoln worked various jobs, including as a farmhand, storekeeper, and postmaster, to help support his family. As a young adult, Lincoln faced financial difficulties as he struggled to establish himself as a lawyer and politician. He suffered business failures, including as a co-owner of a general store, and worked to make ends meet at times (J., 2000).

In addition to his humility, Lincoln was also known for his leadership style, which emphasized collaboration and inclusivity. He sought out the opinions of others, including his political rivals, and was willing to compromise to achieve his goals. Most notably was Frederick Douglas. At the time it was unheard of to listen to what a person of color had to say, but Lincoln set the example by having meetings with him and Frederick alone, trusting him as a close advisor when it came to African American issues (Freedman, 2012). This approach helped him build consensus and unite a deeply divided nation during one of its most difficult times. Lincoln's humility was a critical factor in his success as a leader. It allowed him to connect with people from all walks of life and inspired them to work together for the common good.

**Muhammad Ali**

Muhammad Ali was born on January 17, 1942, and died on June 3, 2016. He was an American boxer and cultural icon widely considered among the greatest athletes ever. He is known for his unmatched skill in the ring, his flamboyant personality, and his social activism (Gorsevski & Butterworth, 2011).

Ali was born Cassius Clay in Louisville, Kentucky, and began boxing at a young age. He quickly rose through amateur boxing and won a gold medal at the 1960 Olympics. He turned professional shortly after that and soon became known for his quick footwork, lightning-fast punches, and unorthodox fighting style.

Ali's boxing career was interrupted in 1967 when he was stripped of his titles and banned from boxing for refusing to be drafted into the Vietnam War. He spent the next several years fighting the decision in court and using his platform to speak out against the war and racial inequality (Harrison, 2001). In 1971, Ali returned to the ring and won back his heavyweight title in a highly publicized fight against Joe Frazier. He had several memorable battles, including the "Rumble in the Jungle." against George Foreman in 1974 and the "Thrilla in Manila" against Frazier in 1975. Ali's impact on American culture extended far beyond the boxing ring.

He was known for his wit and his outspoken personality, and he was a symbol of black pride and resistance during the civil rights movement. He was also a vocal opponent of the Vietnam War and a champion of humanitarian causes later in life, including Parkinson's disease, which he was diagnosed with in 1984 (Mobin , 2011).

Overall, Muhammad Ali was a larger-than-life figure who left an indelible mark on American culture and the world of sports. His unmatched skill in the ring and his social

activism continue to inspire with the extraordinary life that he lived and an the everlasting legacy that he left behind, not just to African Americans and or boxers but to the entirety of the world (Gorsevski & Butterworth, 2011).

### **Dedication**

Muhammad Ali's defining the trait is his dedication, which he showed in and out of the boxing ring. He had an intense work ethic and was known for his grueling training routines involving long running, sparring, and weightlifting hours (Ali & Durham, 2015).

Muhammad Ali's dedication to boxing was legendary. Ali's commitment to his sport was evident in his record as a boxer. He won 56 of his 61 professional fights, including 37 by knockout, and he was a three-time heavyweight champion of the world. Ali demonstrated a remarkable combination of skill, speed, athleticism, fierce determination, and unshakable self-belief. Ali first burst onto the boxing scene in the 1960s, winning a gold medal at the 1960 Olympics in Rome (Buckley Jr. , 2004). He went on to win his first world heavyweight title in 1964, defeating Sonny Liston in a stunning upset.

Throughout his career, Ali fought some of the most formidable opponents in boxing history, including Joe Frazier, George Foreman, and Ken Norton. He also engaged in a fierce and often controversial rivalry with a fellow boxer, Smokin' Joe Frazier. Ali's dedication to boxing was not just about winning fights, however. He also advocated for the sport and worked to promote its popularity and acceptance worldwide. He believed that boxing was a way for people to overcome their differences and unite in a spirit of competition and respect. He was a great athlete and showman who understood the power of media and the importance of promotion.

Ali's charisma and outspoken personality made him a household name, and he used his fame to draw attention to boxing. He was a fighter and an entertainer who often talked trash with

his opponents and put on a show for the fans. Ali was also known for his flashy style, both in and out of the ring, which helped to make him a cultural icon (Ali & Durham, 2015). Ali's popularity helped to bring boxing to a broader audience and attracted more fans to the sport.

However, Ali's dedication was not limited to his athletic pursuits. He was also deeply committed to social activism and humanitarian causes. He used his platform as a world-famous athlete to speak out against racial inequality, the Vietnam War, and other issues of the day. He was a vocal supporter of the civil rights movement and was known for his powerful speeches and interviews. He spoke out against racial discrimination and segregation and supported the efforts of African Americans to gain equal rights under the law (Gorsevski & Butterworth, 2011).

In 1966, Ali was drafted into the U.S. Army but refused to serve because he was a conscientious objector to the war. He stated that his religious beliefs as a Muslim forbade him from participating in wars that were not defensive in nature. He also refused to be drafted into the military during the Vietnam War. Ali's refusal to serve in the military resulted in him being stripped of his heavyweight title and banned from boxing for three years.

He was also convicted of draft evasion, a charge later overturned by the Supreme Court in 1971. Ali became a prominent anti-war activist and speaker during his exile from boxing. He spoke out against the war and criticized the U.S. government for its policies in Vietnam (Harrison, 2001). He also traveled to countries, including Africa, to promote peace and international understanding. Ali's activism and opposition to the war made him a controversial figure.

Later, Ali became a champion of humanitarian causes, including Parkinson's disease, which he was diagnosed with in 1984. Muhammad Ali's dedication to Parkinson's disease resulted from his battle with the condition. Ali was diagnosed with Parkinson's in 1984, three

years after he retired from boxing. Despite his struggles with the disease, Ali was committed to raising awareness and funds for Parkinson's research (Mobin , 2011).

He established the Muhammad Ali Parkinson Center in Phoenix, Arizona, which provides services and resources to individuals and families affected by the disease. He also founded the Muhammad Ali Parkinson's Disease Research Center at the Barrow Neurological Institute in Phoenix, which researches the causes, treatment, and cure of Parkinson's disease. Ali's efforts to raise awareness and funds for Parkinson's research were instrumental in advancing the understanding of the disease and improving treatments for those affected. His work also helped to reduce the stigma associated with Parkinson's and to raise public awareness of the condition. In addition to his philanthropic work, Ali was also an inspiration to many people living with Parkinson's disease. Despite the challenges posed by the disease, he continued to be active and involved in his community, and he never let his condition hold him back (Mobin , 2011).

Muhammad Ali's dedication to his sport, beliefs, and fellow human beings was a defining characteristic of his life and career. His unwavering dedication to excellence and the causes he believed in continues to inspire people worldwide today. He dedicated much of his time and resources to raising awareness of the disease and supporting research into its causes and treatments.

### **Benjamin Franklin**

Benjamin Franklin was born on January 17, 1706, and died on April 17, 1790. He was an American statesman, scientist, philosopher, inventor, and writer who played a crucial role in the founding of the United States. He is one of the most famous figures in American history, known for his wit, wisdom, and contributions to numerous fields.



Franklin was born in Boston and grew up in a family of modest means. Franklin's childhood was marked by poverty and hardship. He was the youngest son of 17 children born to his father, Josiah Franklin, and his mother, Abiah Folger. His family was poor, and he was forced to leave school at 10 to work in his father's candle and soap-making business (Haas, 1993). Despite lacking a formal education, Franklin was an avid reader and taught himself to write effectively. He would eventually become an apprentice in his brother's printing business at 15 and eventually became a successful printer in his own right. He would also become involved in politics and was instrumental in the American Revolution, serving as a delegate to the Continental Congress and helping to draft the Declaration of Independence.

In addition to his political contributions, Franklin was also a prolific inventor and scientist. He is credited with numerous inventions, including the lightning rod, bifocal glasses, and the Franklin stove. He also conducted virtual experiments on electricity, leading to significant scientific advances (Isaacson, 2003).

Franklin was also known for his writings, including his famous autobiography and numerous essays and articles on various topics. He was a master of satire and humor, and his writings are still widely read and admired today. Throughout his life, Franklin was committed to hard work, self-improvement, and civic duty. He believed in the power of education and worked to establish public libraries and schools. He was also a strong advocate for colonial unity and worked to promote cooperation between the American colonies. Overall, Benjamin Franklin was a remarkable figure who made significant contributions to numerous fields and played a crucial role in the founding of the United States (Kidd, 2017).

### **Curiosity**

Benjamin Franklin defining trait is his curiosity. He was a curious individual with a lifelong passion for learning and exploration. His insatiable curiosity was one of the driving forces behind his many accomplishments and contributions to numerous fields.

Curiosity is essential because it is closely linked to learning and personal growth. It is the desire to seek new information, explore unfamiliar territories, and discover new ideas. Curiosity motivates us to ask questions, seek answers, and understand the world. It leads to a greater desire to learn, which in turn helps us to develop new skills and knowledge. It encourages innovation: Curiosity drives creativity and enables us to think outside the box. It allows us to explore new possibilities and develop innovative solutions to problems (Schutte & Malouff, 2020).

It helps with problem-solving: Curiosity helps us to approach problems with an open mind, which allows us to consider multiple perspectives and come up with creative solutions. It promotes personal growth: Curiosity helps us to challenge our assumptions, beliefs, and values. It encourages us to step out of our comfort zones and embrace new experiences, which can lead to personal growth and development (Kashdan et al., 2004). It enhances relationships: Curiosity helps us to better understand other people and their perspectives. It encourages empathy and compassion, which can help to build stronger and more meaningful relationships.

As a child, Franklin was known for his inquisitive nature and love of books. He taught himself to read and write, and he spent countless hours reading everything he could get his hands on. As he grew older, his curiosity continued to drive him to explore new areas of knowledge and expertise (Isaacson, 2003). One of Franklin's most famous experiments, which he conducted in the 1750s, involved flying a kite during a thunderstorm to demonstrate that lightning was a form of electricity. This experiment was born out of his curiosity and desire to better understand the natural world around him. The experiment aimed to prove that lightning was an electrical

phenomenon. Franklin proposed that an electrical discharge between clouds and the ground caused lightning.

To test his hypothesis, he devised an experiment in which he flew a kite into a thunderstorm. The kite was made of silk, with a metal wire attached to its top. At the end of the wire, Franklin attached a metal key, which he tied to a silk ribbon. The ribbon was then connected to a non-conductive hemp string, which Franklin held. As the thunderstorm approached, Franklin flew a kite, allowing it to fly higher and higher. He kept his hand protected by using a silk ribbon, which was an insulator. When lightning struck the kite, the electricity passed down the wet string and charged the key, causing sparks to fly between the crucial and Franklin's hand. Franklin's experiment demonstrated that lightning was an electrical phenomenon that could be harnessed (Isaacson, 2003).

His findings helped advance the understanding of electricity and paved the way for developing the lightning rod, which protects buildings from lightning strikes. However, there is some debate over the exact details of Franklin's kite experiment. Some historians believe the experiment was never performed, while others argue it was carried out differently than commonly described (Van Bavel et al., 2020). Despite this controversy, Franklin's kite experiment is widely regarded as a critical moment in the history of science and electricity and is a testament to his unwavering curiosity. Franklin's curiosity also led him to become a prolific inventor and scientist. He invented numerous devices and technologies, including the lightning rod, bifocal glasses, and the Franklin stove. He also conducted important electricity and heat experiments, contributing to important scientific discoveries.

In addition to his scientific pursuits, Franklin was deeply curious about human nature and social structures. He keenly observed people and society and wrote extensively on morality,

virtue, and social order. Franklin had a list of 13 morals that he lived by: Temperance: Eat not to dullness; drink not to elevation. Silence: Speak not but what may benefit others or yourself; avoid trifling conversation. Order: Let all your things have their places; let each part of your business have its time. Resolution: Resolve to perform what you ought; perform without fail what you resolve. Frugality: Make no expense but do good to others or yourself; waste nothing. Industry: Lose no time; always be employed in something useful; cut off all unnecessary actions.

Sincerity: Use no hurtful deceit; think innocently and justly, and if you speak, speak accordingly. Justice: Wrong none by doing injuries or omitting the benefits that are your duty. Moderation: Avoid extremes; forbear resenting injuries so much as you think they deserve. Cleanliness: Tolerate no uncleanness in body, clothes, or habitation. Tranquility: Be not disturbed by trifles or accidents common or unavoidable. Chastity: Rarely use venery for health or offspring, never to dullness, weakness, or the injury of your own or another's peace or reputation. Humility: Imitate Jesus and Socrates (Kidd, 2017).

Benjamin Franklin's curiosity was a defining characteristic of his life and career. His willingness to explore new areas of knowledge and challenge conventional wisdom was a critical factor in his many accomplishments and contributions to society. His legacy continues to inspire curiosity and exploration in people today. Here are some keyways Benjamin Franklin's legacy has impacted the world. Franklin pioneered electricity and meteorology. His experiments with electricity and the lightning rod invention revolutionized our understanding of electricity and developed many modern technologies.

Franklin was a prolific writer and journalist. He founded the Pennsylvania Gazette newspaper and wrote several important works, including his autobiography and Poor Richard's Almanack (Franklin B. , 2004). His writings helped to shape American literature and journalism.

Franklin was a key figure in American diplomacy and was crucial in negotiating the Treaty of Paris, which ended the American Revolution. He also served as a U.S. Ambassador to France and helped to secure French support for the American cause.

Franklin strongly advocated for civic engagement and public service. He helped to establish several critical civic institutions, including the first public library, fire department, and hospital in Philadelphia. Franklin was a successful businessman and entrepreneur. He founded several businesses, including a printing shop and a publishing company. His inventions and entrepreneurial spirit helped to spur economic growth and development in the United States. Benjamin Franklin's legacy includes innovation, entrepreneurship, civic engagement, and diplomacy. His contributions to American and world history spurred on by his curiosity have undoubtedly had a lasting impact (Isaacson, 2003).

### **Genghis Khan**

Genghis Khan was a 13th-century Mongolian warrior and conqueror who founded the Mongol Empire, one of the largest empires in history. He was born in 1162 in the region that is now Mongolia, and his birth name was Temujin. Genghis Khan was the son of a minor tribal leader, and his early life was marked by conflict and hardship. When he was nine, his father was poisoned by a rival tribe, and his family was left to fend for themselves in the harsh Mongolian wilderness. Despite these challenges, Genghis Khan emerged as a strong and capable leader. He united the warring tribes of Mongolia and began a campaign of conquest that would eventually lead to the creation of the Mongol Empire.

In the early years of his conquests, Genghis Khan's armies defeated the mighty Khwarezmian Empire in Central Asia. He conquered much of China, Korea, and Central Asia. His military tactics were innovative and brutal, and his armies were feared throughout the region

(Johnson, 2020). Genghis Khan was also known for his legal and administrative reforms. He created a code of laws known as the Yasa, which established rules for treating prisoners, the distribution of spoils of war, and the protection of civilians (Morgan, 2005). He also found a postal system and encouraged trade along the Silk Road, which helped to bring prosperity to his empire (Johnson, 2020).

Genghis Khan remained a humble and spiritual leader despite his many military victories and accomplishments. He was deeply committed to the traditional Mongolian way of life and encouraged his subjects to maintain their cultural traditions and customs. Genghis Khan died in 1227 while on a military campaign in China. He was succeeded by his son, Ogedei, who continued his father's conquests and expanded the Mongol Empire even further. Today, Genghis Khan is remembered as one of history's greatest conquerors and a symbol of Mongolian pride and independence (Weatherford, 2005).

### **Willpower**

Genghis Khan's defining trait was his unshakable willpower. This is evident in the many accomplishments that he achieved throughout his time as a feared conqueror and ruler. This was evident in how he carried himself and presented himself to the world. Genghis Khan was known for his exceptional willpower and determination, which was crucial to his success as a conqueror and leader. Despite facing numerous obstacles and setbacks throughout his life, he remained focused on his goals and never wavered in his commitment to his people and his vision for the Mongol Empire. One example of Genghis Khan's willpower was his perseverance in the face of adversity during his early years. After his father's death, he and his family were forced to live in poverty and constantly fight for survival. His death left the young Genghis Khan and his family vulnerable to attack and destitute (Lococo, 2011).

Despite this difficult situation, Genghis Khan was determined to overcome his challenges and honor his father's legacy. Genghis Khan's early years were marked by intense struggles and hardships. His family was forced to flee to the wilderness to avoid being killed by rival tribes, and Genghis Khan had to fend for himself and his younger siblings. He faced hunger, exposure to the elements, and frequent attacks from wild animals and enemy tribes. However, a young Genghis Khan was determined to overcome these challenges and unify the Mongolian tribes. Despite facing opposition and betrayal, he spent years building alliances and forging strategic partnerships. Genghis Khan's willpower was also evident in his military campaigns. He was known for his strategic thinking and ability to inspire his troops with his unwavering determination and courage. He led his armies into battle with a fierce determination to win, even in the face of overwhelming odds.

One example of Genghis Khan overcoming overwhelming odds through sheer force of will was his conquest of the Khwarezmian Empire, one of the region's most powerful empires at the time. In 1219, Genghis Khan sent a diplomatic mission to the Khwarezmian Empire to establish trade relations, but the governor of the region, Shah Muhammad, had the Mongol envoys executed. This act of aggression enraged Genghis Khan, who immediately launched a full-scale invasion of the Khwarezmian Empire. Despite being vastly outnumbered and outmatched in terms of military technology, Genghis Khan led his armies on a campaign of conquest that saw him defeat the Khwarezmian army in several significant battles (Johnson, 2020). Genghis Khan's armies also faced numerous logistical challenges, including the vast distances they had to travel and the harsh terrain of the region. However, Genghis Khan was able to overcome these obstacles through his strategic thinking and the use of innovative tactics.

One key factor in Genghis Khan's success was his ability to adapt to the circumstances on

the ground. For example, he recognized that his horse-mounted armies were unsuited for siege warfare. He developed new tactics, allowing his troops to quickly overwhelm enemy fortifications and cities (Turnbull, 2014).

The conquest of the Khwarezmian Empire was a turning point in Genghis Khan's career, cementing his reputation as a fearsome conqueror and paving the way for further expansion of the Mongol Empire (Johnson, 2020). Despite facing numerous setbacks and challenges during the campaign, Genghis Khan's unwavering will and strategic thinking ultimately allowed him to emerge victorious. Many men would have faltered given these circumstances, but Genghis was unshaken.

Willpower is a crucial trait that allows individuals to overcome obstacles, resist impulsive behaviors, and make difficult decisions that lead to positive outcomes. Willpower helps individuals focus on their long-term goals and resist the temptation to give up or take shortcuts. It enables them to persist in facing challenges and setbacks and ultimately achieve their desired outcomes (Bernecker & Job, 2017).

Willpower allows individuals to resist immediate gratification and make choices that are in their best interests in the long run. For example, it will enable them to resist the temptation to eat unhealthy foods or engage in addictive behaviors. Willpower is essential for breaking bad habits and forming new, healthier ones. It enables individuals to resist the urge to engage in unhealthy behaviors and establish new, positive habits that lead to a healthier and more fulfilling life (Bernecker & Job, 2017).

Willpower helps individuals cope with stress and healthily manage their emotions. It enables them to resist impulsive reactions to stressful situations and make rational decisions in



their best interests. Willpower is a vital trait that allows individuals to overcome obstacles, resist temptations, and make difficult decisions that lead to positive outcomes.

### **Rosa Parks**

Rosa Parks (1913-2005) was a civil rights activist and an iconic American Civil Rights Movement figure. She is widely known for her refusal to give up her seat to a white passenger on a Montgomery, Alabama bus, which sparked the Montgomery Bus Boycott in 1955 and helped to bring national attention to the issue of segregation.

Rosa Parks was born in Tuskegee, Alabama, and grew up in Montgomery. As a child, Rosa Parks attended a one-room schoolhouse in Pine Level, Alabama, which was run by her mother and her grandmother. Despite the limited resources and educational opportunities available to her, Rosa Parks excelled academically, even eventually earning a scholarship to attend college (Hanson, 2011). When she was 11 years old, Rosa Parks moved to Montgomery, Alabama, to attend the Montgomery Industrial School for Girls, a private school for African American students.

She later attended Alabama State Teachers College but was forced to drop out to care for her sick grandmother. On December 1, 1955, Rosa Parks boarded a Montgomery bus and sat in the "colored" section. When the white section filled up, the bus driver demanded that she and three other African American passengers give up their seats to white passengers. Rosa Parks refused to give up her seat and was arrested for violating Montgomery's segregation laws (Bredhoff et al., 1999). Rosa Parks' arrest sparked a boycott of Montgomery's buses by African Americans for over a year. The boycott was led by a young minister named Martin Luther King Jr. and helped to bring national attention to the issue of segregation in the South.

After the boycott, Rosa Parks continued to work as a civil rights activist. She moved to Detroit in 1957 and worked for Congressman John Conyers Jr. until her retirement in 1988. She received numerous awards and honors for her activism, including the Presidential Medal of Freedom in 1996. Rosa Parks passed away on October 24, 2005, at 92.

### **Bravery**

Rosa Parks most defining character trait is her bravery. Rosa Parks' bravery is widely recognized as a critical moment in the civil rights movement in the United States. On December 1, 1955, Rosa Parks refused to give up her seat on a Montgomery, Alabama, bus to a white person, as was required by law at the time. Her act of civil disobedience led to her arrest and sparked a 381-day boycott of the Montgomery bus system by African Americans (Bredhoff et al., 1999).

Parks' refusal to give up her seat was not the first time this had happened. Still, her case gained widespread attention due to her previous involvement in civil rights activism and the strategic efforts of local activists to use her case as a catalyst for change. Her brave act and subsequent arrest symbolized resistance against racial segregation and discrimination and helped galvanize support for the civil rights movement.

Parks' bravery went beyond her refusal to give up her seat on the bus. She faced harassment and threats and even lost her job due to her activism (Theoharis, 2015). Despite these challenges, she remained a prominent civil rights activist, working alongside other leaders such as Martin Luther King Jr. to fight for equality and justice.

Overall, Rosa Parks' bravery and determination to stand up against injustice helped to inspire a generation of civil rights activists and paved the way for progress toward greater equality and justice for all.

Bravery is a crucial aspect of human life and has been essential throughout history.

Bravery is the willingness to face fear, danger, or uncertainty to achieve a goal, defend a principle, or stand up for what is right, even in the face of opposition or adversity (Goud, 2005).

One of the main reasons why bravery is essential is that it allows individuals to overcome their fears and take action in challenging situations (Sosik et al., 2018). Without courage, people might be too afraid to speak up or take action, which could lead to injustice and inequality. If Rosa never had the courage to take a stand and not give up her seat, then there may have never been such a change in American politics or at the very least it would have likely taken longer without her doing what she did.

Bravery is also essential because it can inspire others. When someone acts bravely, it can motivate and encourage others to follow in their footsteps (Sosik et al., 2018). Courage can create a ripple effect, inspiring others to stand up for their beliefs and make a positive difference. Moreover, bravery can help people achieve their goals and dreams. Sometimes, the path to success involves taking risks and facing challenges. With courage, people might be able to pursue their dreams and take the necessary risks to achieve them when fear otherwise may be holding them back.

Overall, the importance of bravery lies in its ability to enable people to confront their fears, stand up for what is right, inspire others, and achieve their goals. Confronting your fears is essential for personal growth, development, and success (Goud, 2005). When you face your fears, you become more resilient, confident, and capable of dealing with challenging situations.

Fear can hold us back from pursuing our goals and dreams, but confronting our fears can help us break through those limitations and achieve our full potential. It can also help you be more proactive in pursuing your dreams. Instead of waiting for opportunities to come to you, you

can take the initiative and create your own opportunities (Bauhn, 2003). Following your dreams can be a long and challenging journey, and setbacks are inevitable.

Bravery can help you stay motivated and persevere despite obstacles and setbacks. When we face our fears, we become more confident in ourselves and our abilities. This confidence can help us to take on new challenges and accomplish more in life. Fear can sometimes cause us to avoid difficult conversations or situations, but confronting our fears can help us to communicate more effectively and build stronger, healthier relationships (Mesa et al., 2015).

When we face our fears, we learn to think critically and creatively to find solutions to problems, which can help us in all areas of life (Bauhn, 2003). Experiencing personal growth: Confronting our fears can be challenging and uncomfortable, but it can also lead to personal growth and self-discovery. It can help us learn more about ourselves, our values, and what we can achieve.

### **Conclusion**

Social sciences are extremely important to study as they give us the ability to better understand human behavior, social interactions, and societal structures. They do this through using the various disciplines that encompass them: sociology, psychology, anthropology, political science, economics, and history. Sociology is used to examine human behavior in things such as social structures, institutions, and cultural norms.

Anthropology is used to study human behavior from a cultural perspective, examining things such as the beliefs, values, and customs that shape social behavior across different societies and historical periods. Psychology is used to study human behavior by examining things such as the cognitive, emotional, and physiological processes that underlie our behavior.

Researchers use various methods, including laboratory experiments, surveys, and

observational studies, to help us learn how people think, feel, and act in different situations. Social sciences can and is often used in an interdisciplinary approach, drawing on the multiple fields of study to develop a more comprehensive understanding of human behavior. Social sciences can be used to inform policy decisions, help us to better understand cultural differences, can improve our communication skills, and can contribute to innovation.

Understanding Historical events allows us to understand historical figures which can help us understand the motivations behind their actions and decisions. This is important as we can use this to study the character traits of historical figures, learn from the past, help us to better understand our own culture and identity,

Understanding the present is essential as many of the challenges and issues we face today have their roots in historical events and, in turn, the characters that were the driving forces behind them for making informed decisions. Understanding the present can allow help us with identifying and addressing problems, planning for the future, and appreciating the present moment.

Appreciating diversity is important as history is full of diverse stories and perspectives. Appreciating diversity allows us to build a more inclusive society, foster creativity and innovation, changing stereotypes and biases, enhancing our personal growth, and advancing social justice.

Developing empathy and understanding is important as it can help us to better understand historical figures' perspectives and experiences. Developing empathy and understanding also helps us to build solid relationships, foster cooperation and teamwork, promote compassion and kindness, and improve mental health.

Inspiring change is important as historical figures can inspire us to make positive changes

in our lives and society. Inspiring can change can also help us make innovation and progress, empower individuals and communities, foster social responsibility, and create a better future. Learning from mistakes is important as historical figures are often remembered for their successes and failures. Learning from our mistakes can allow us to improve our decision making, develop resilience, build self-awareness, enhance our creativity, and strengthen our relationships.

Understanding cultural context is important as understanding the character traits of historical figures can also help us understand the cultural context in which they lived.

Understanding cultural context is also important as it helps us to avoid misunderstandings, enhance cross cultural communication, build relationships, and promote cultural sensitivity and competence.

Enhancing critical thinking is important as understanding the character traits of historical figures can help us develop our necessary thinking skills. Enhancing critical thinking also allows us to have better decision-making abilities, problem solving abilities, breeds room for more innovation, helps us foster effective communication, and can lead to personal development.

From studying each historical figure, I found one prominent trait that I believe was the most prominent throughout their lives. I started by discussing Alexander the Great and found that his most prominent trait was his narcissism. He believed he was the son of a God and became King at a very young age which are two key things that likely contributed to this. Narcissism isn't necessarily a bad thing.

His narcissism likely allowed him to be happier than most, less socially anxious, and less depressed, feel closer to his ideal self, and think they he was smarter and better-looking than others, as well as being more energetic and socially extraverted. His narcissism may also have been a critical turning point in his victories. His famous Opis mutiny speech was a good example

of how he used his narcissism to win back his troops favor.

Fidel Castros defining characteristic was his charisma as he was able to create a cult of personality around his presence as the dictator of Cuba. Fidel used his charisma to have a great hold over his citizens despite them not always living in ideal conditions. He used propaganda to further influence his already high reputation and his charisma and speeches led his people to revere him. His charisma was prominent in everything that he did.

Teddy Roosevelts defining characteristic was his belief in traditional masculinity. This was evident in his political views such as his imperialism, using the military to spread American influence, and his direct involvement in the Spanish American war by establishing a unit that was deemed “Roosevelts Rough Riders” and leading them into battle. He was a staunch believer in individualism and physical strength.

Cleopatras defining character trait was her persuasiveness. She used this to her advantage in many cases such as complex political maneuvering and most notably by seducing two of the most powerful men in the Roman empire at the time: Julius Caesar and Mark Antony. She used her persuasiveness to form strong political ties, and this was instrumental for her success as a ruler.

Abraham Lincolns defining character trait was his humility. He was born poor and rose to become the most powerful man in the United States of America, but never forgot his upbringing and this is evident in many ways throughout his life. He was able to hear people out from all walks of life like growing a beard because a little girl suggested that he would look good with one or when he held Frederick Douglass opinion in high regard, which due to racial tensions in the time was highly unusual.

Muhammad Alis defining character trait was his dedication. This was illustrated by

things such as him leaving his boxing career and going to prison in protest of the Vietnam war draft, his relentless social activism. He dedicated himself completely to boxing and later in life dedicated himself to the fundraising and research of the disease Parkinson's that afflicted him and many others.

Benjamin Franklin's defining character trait was his curiosity. This was illustrated by his numerous inventions, his penchant for learning, and his desire to learn more about the universe as well as our own material world. His famous kite experiment is a notable example of his curiosity as well as the multiple journals he published.

Genghis Khan's defining character trait is his willpower. From his rough early life due to his father dying and being sent into exile and turmoil to eventually becoming the conqueror of all of Asia, overcoming numerous odds in battle and cementing himself as one of if not the single greatest conqueror of all time. Exerting his enormous will on the world was how he was able to leave his mark.

Rosa Parks' defining character trait was her bravery. Growing up in a segregated United States as a young black woman, refusing to give up her seat on the bus, advocating alongside Martin Luther King for their right to equal rights in America. Doing these things put her in grave danger and illustrates her bravery in doing it anyways for the betterment of millions of African Americans.

Studying Historical figures through Social Sciences is a great avenue for understanding them and in turn ourselves. We can use them in tandem to gain a grasp on how about us. I hope that I was able to illustrate this effectively and concisely to help in better understanding this.



## References

- (1961). In B. Franklin, & L. W. Labaree, *The Papers of Benjamin Franklin, vol. 4*, (pp. 360-369). New Haven: Yale University Press.
- Ali, M., & Durham, R. (2015). *The Greatest: My Own Story*. Graymalkin Media.
- Anderson, L. (2018). Building empathy, strengthening relationships. *YC Young children*, 73(3), 34-42.
- Anson, E. M. (2021). Alexander the Great. *Themes and Issues (London ua 2013)*.
- Bauhn, P. (2003). *The Value of Courage*. Lund: Nordic Academic Press.
- Bernard, J., & Barlow, W. (2012). Teddy Roosevelt--American Museum of Natural History Celebrates Conservation President. *New York State Conservationist*, 67(3), 2-8.
- Bernecker, K., & Job, V. (2017). Implicit Theories About Willpower in Resisting Temptations and Emotion Control. *Zeitschrift Für Psychologie*.
- Bosworth, A. B. (1971). The Death of Alexander the Great: Rumour and Propaganda. *The Classical Quarterly*, 21(1), 112-136.
- Bredhoff, Stacey, Schamel, W., & Potter, L. A. (1999). The Arrest Records of Rosa Parks. *National Archives*, 207-211.
- Buckley Jr., J. (2004). *Muhammad Ali*. Gareth Stevens Publishing LLLP.
- Bunck, J. M. (2010). Fidel Castro and the Quest for a Revolutionary Culture in Cuba. *Penn State Press*, 80-81.

- Cabbug, S. I. (2016). Charisma and Charismatic Leaders: Weber and Beyond. *Philippine Sociological Review*, 64(1), 209-230.
- Campbell, W. K. (2001). Is Narcissism Really So Bad? *Psychological Inquiry*, 12(4), 214-216.
- Carl Cavanagh Hodge , & Nolan, C. J. (2007). *U.S. Presidents and Foreign Policy From 1789 to the Present*. Santa Barbara: ABC-CLIO.
- Carney, E. (1996). Macedonians and Mutiny: Discipline and Indiscipline in the Army of Philip and Alexander. *Classical Philology*, 91(1), 19-44.
- Charnon-Deutsch, L. (2014). Cartoons and The Politics of Masculinity in the Spanish and American Press During the War of 1898. *Prisma Social* 13, 109-148.
- Chen, G. (2009). Beyond the dichotomy of communication studies. *Asian Journal of Communication*, 19(4), 398-411.
- Cochrane, B. S., Ritchie, D., Lockhard, D., Picciano, G., King, J. A., & Nelson, B. (2019, May). A culture of compassion: How timeless principles of kindness and empathy become powerful tools for confronting today's most pressing healthcare challenges. *Healthcare Management Forum*, 32(3), 120-127.
- Corfield, P. (2008). All people are living historis-which is why History matters. *Making history*.
- Crocker, L. (1976). Egoistic Hedonism. *Analysis*, 36(4), 168-176.
- Diaz-Espino, O. (2014). *How Wall Street Created a Nation*. New York : Primedia E-launch LLC.
- Dondero, G., Bedell, G., & Lincoln, A. (1908-1984). Why Lincoln Wore a Beard. *Journal of the Illinois State Historical Society* , 321-332.

- Edgell, P., & Tranby, E. (2010). Shared visions? Diversity and cultural membership in American Life. *Social Problems*, 57(2), 175-204.
- Edmondson, A. (2004). Learning from mistakes is easier said than done: Group and organizational influences on the detection and corection of human error. *The journal of applied behavioral science*, 40(1), 66-90.
- Elliot, K. (2018). Challenging Toxic Masculinity in Schools and Society. *On the Horizon*, 17-22.
- Eriksen, T. (2004). *What is anthropology?* London: Pluto Press.
- Fehn, B. (2005). Theodore Roosevelt and American Masculinity . *OAH Magazine of History*, 52-59.
- Franco, A., Sousa, A. S., & Viera, R. M. (2019). How to become an informed citizen in the (dis) information society? recommendations and strategies to mobilize one's critical thinking. *Sinergias-di logos educativos para a transformacao social*, 45-18.
- Franklin , B., & Labaree, L. W. (1961). *The Papers of Benjamin Franklin, Vol. 4*. New Haven: Yale University Press .
- Franklin, B. (1961). *The Papers of Benjamin Franklin, vol. 4*. In L. W. Labaree. New Haven: Yale University Press.
- Franklin, B. (2004). *Poor Richard's Almanack*. Barnes & Noble Publishing.
- Freedman, R. (2012). *Abraham Lincoln and Frederick Douglass the Story Behind an American Friendship*. Boston: Clarion Books.

- Gauchat. (n.d.). The Political Context of Science in the United States: Public Acceptance of Evidence-Based Policy and Science Funding. *Social Forces*, 94(2), 723-746.  
doi:<https://doi.org/10.1093/sf/sov040>
- Gerdes, & Segal, E. (2011). Importance of Empathy for Social Work Practice: Integrating New Science. *Social Work*, 56(2), 141-148. doi:<https://doi.org/10.1093/sw/56.2.141>
- Gorsevski, E., & Butterworth, M. (2011). Muhammad Ali's Fighting Words: The Paradox of Violence in Nonviolent Rhetoric. *Quarterly Journal of Speech*, 97(1), 50-73.
- Goud, N. H. (2005). Courage: Its Nature and Development. *The Journal of Humanistic Counseling, Education and Development*, 102-116.
- Gray, H. (2021). The Age of Toxicity: The Influence of Gender Roles and Toxic Masculinity in Harmful Heterosexual Relationship Behaviours . *Canadian Journal of Family and Youth* , 41-52.
- Haas, L. (1993). Benjamin Franklin (1706-90). *J Neurol Neurosurg Psychiatry*, 5.
- Haber, J. (2020). *Critical Thinking*. MIT Press.
- Hall, J. R., Battani, M., & Neitz, M. J. (2003). *Sociology on culture*. Psychology Press.
- Hanson, J. A. (2011). *Rosa Parks A Biography*. Santa Barbara: ABC-CLIO.
- Harrison, B. T. (2001). The Muhammad Ali Draft Case and Public Debate on the Vietnam War. *Peace Research*, 33(2), 69-86.
- Hirshfield, L. E., Yudkowsky, R., & Park, Y. S. (2019). Pre-medical majors in the humanities and social sciences: impact on communication skills and specialty choice. *Medical Education*, 53(4), 408-416.

- Isaacson, W. (2003). *Benjamin Franklin: An American Life*. Simon and Schuster.
- J., K. W. (2000). Abraham Lincoln: Self-Made Man. *Journal of the Abraham Lincoln Association*, 21(2), 1-16.
- Johnson, E. (2020). Legacy of the Mongol Empire: The Last Great Age of the Silk Road. *Apollon Undergraduate EJournal*.
- Kashdan, T. B., Rose, P., & Fincham, F. D. (2004). Curiosity and Exploration: Facilitating Positive Subjective Experiences and Personal Growth Opportunities. *Journal of Personality Assessment*, 82(3), 291-305.
- Kidd, T. S. (2017). *Benjamin Franklin: The Religious Life of a Founding Father*. Yale University Press.
- Kleiner, D. E. (2005). *Cleopatra and Rome*. Cambridge: The Belknap Press of Harvard University Press.
- Knippschild, S., & Morcillo, M. G. (2013). *Seduction and Power Antiquity in the Visual and Performing Arts*. London: Bloomsbury Publishing Plc.
- Koppen, E., & Meinel, C. (2014). Empathy via design thinking: creation of sense and knowledge. *Design thinking research: Building Innovators*, 15-28.
- Latell, B. (1986). Cuba After the Third Party Congress. *Current History*, 85(515), 425-438.
- Lemass, P. (1985). Fidel Castro's Cuba. *The Furrow*, 36(6), 365-375.
- Levitt, J. M., Thelwall, M., & Oppenheim, C. (2011). Variations between subjects in the extent to which the social sciences have become more interdisciplinary. *Journal of the American Society for Information Science and Technology*, 62(6), 1118-1129.

- Lincoln, A. (2015). Emancipation Proclamation, January 1, 1863. *National Archives*, 6, 1.
- Lococo, P. (2011). *Genghis Khan: History's Greatest Empire Builder*. Potomac Books Inc.
- McCreary, D. R., Saucier, D. M., & Courtenay, W. H. (2005). The Drive for Muscularity and Masculinity: Testing the Associations Among Gender-Role Traits, Behaviors, Attitudes, and Conflict. *Psychology of Men and Masculinity*, 83-94.
- McGill, A. (2022). Cultural Heritage in the United States. *Oxford Research Encyclopedia of American History*.
- Mesa, F., Le, T., & Beidel, D. (2015). *Social Skill-Based Treatment for Social Anxiety Disorder in Adolescents*. Midtown Manhattan: Springer International Publishing.
- Mobin , A. (2011). A Comparative Analysis of How Michael J. Fox and Muhammad Ali Changed the World's Views on Parkinson's Disease. *Journal of Parkinsonism & Restless Legs Syndrome*, 1-5.
- Moon, J. (2007). *Critical Thinking: An exploration of theory and practice*. Routledge.
- Morgan, D. (2005). The "Great Yasa of Chinggis Khan" Revisited. *In Mongols, Turks, and Others*, 293-308.
- Nezlek, Holas, P., Rusanowska, M., & Krejtz, I. (2016). Being present in the moment: Event-level relationships between mindfulness and stress, positivity, and importance. *Personality and Individual Differences*, 93, 1-5. doi:[https://doi-org/10.1016/j.paid.2015.11.031](https://doi.org/10.1016/j.paid.2015.11.031)
- Olson , J., & G.A. Haynes. (2008). Persuasion and Leadership. In J. B. Ciulla, *Leadership at the Crossroads Volume 3* (pp. 199-212). Westport : Greenwood Publishing Group .

- Parsons , E. B. (1969). Roosevelt's Containment of The Russo-Japanese War. *Pacific Historical Review*, 38(1), 21-44.
- Paul, R. (2005, June). The state of critical thinking today. *Critical Thinking: Unfinished business*(130), 27-38.
- Pearson, L. (1955). The Diary and the Letters of Alexander the Great. *Historia: Zeitschrift Für Alte Geschichte*, 3(4), 429-455.
- Perkinson, H. (1979). Learning from our mistakes. *ETC: A Review of General Semantics*, 37-57.
- Phillips, K. W., Medlin, D., Lee, C. D., Bang, M., Bishop, S., & Lee, D. N. (2014). How diversity works. *Scientific American*, 311(4), 42-47.
- Richardson, & Flowers, B. J. (1998). Interpretive Social Science: An Overview. *41*(4), 465-495.  
doi:<https://doi.org/10.1177/000276429804100400>
- Robinson, C. A. (1957). The Extraordinary Ideas of Alexander the Great. *The American Historical Review*, 62(2), 326-344.
- Roccas, S., & Sagiv, L. (2010). Personal values and behavior: Taking the cultural context into account. *Social and Personality Psychology Compass*, 4(1), 30-41.
- Rockwell, A., Vidmar, C. M., Harvey, P., & Greenwood, L. (2019). Do Sociology Courses Make More Empathetic Students? A Mixed-Methods Study of Empathy Change in Undergraduates. *Teaching Sociology*, 47(4), 284-302.  
doi:<https://doi.org/10.1177/0092055S1980563>
- Roller, D. (2010). *Cleopatra: a Biography* . Oxford : Oxford University Press.
- Roosevelt, T., & Leeuwen, S. V. (1997). *The Rough Riders*. Albany: New Bartleby Library.

- Sandman, J. H. (1986). Analyzing Foreign Policy Crisis Situations: The Bay of Pigs. *Presidential Studies Quarterly*, 16(2), 310-316.
- Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2009). *Psychology*. Macmillan.
- Schilling, M. (2018). *Quirky: The remarkable story of the traits, foibles, and genius of breakthrough innovators who changed the world*. Public Affairs.
- Schutte, N. S., & Malouff, J. M. (2020). A Meta-Analysis of the Relationship Between Curiosity and Creativity. *The Journal of Creative Behavior*, 940-947.
- Sharma, K. (2016). Castro to Canossa or El Dorado? The Causes, Events, and Impact of Fidel Castro's Journey to the Soviet Union, Spring 1963. *Digital Library Washington*, 13-14.
- Sheaffer, Z., Bogler, R., & Sarfaty, S. (2011). Leadership Attributes, Masculinity and Risk Taking as Predictors of Crisis Proneness. *Gender in Management an International Journal*, 163-187 .
- Shen, X., Lee, J., & Chen, L. (2018). *Culture and peer relationships*. The Guilford Press.
- Small, A. (1903). What is a Sociologist? *American journal of sociology*, 8(4), 468-477.
- Sosik, J. J., Arenas, F. J., Chun, J. U., & Ete, Z. (2018). Character into Action: How Officers Demonstrate Strengths with Transformational Leadership. *Air and Space Power Journal*, 4-26.
- Stearns, P. (1998). Why study history. *American Historical Association*, 1-7. Retrieved from American Historical Association.
- Subrahmanian, E., Odumosu, T., & Tsao, J. Y. (2018). *Engineering a better future: interplay between engineering, social sciences, and innovations*. Springer Nature.



Sycara , K. (1990). Persuasive Argumentation in Negotiation. *Theory and decision* 28, 203-242.

Theoharis, J. (2015). *The Rebellious Life of Mrs. Rosa Parks*. Boston: Beacon Press.

Tornatzky, L. G., Solomon, T., Bikson, T., Cole, R., Friedman, L., Hage, J., . . . Zaltman, G. (1982). Contributions of social science to innovation and productivity. *American Psychologist*, 37(7), 737-746. doi:<https://doi.org/10.1037/0003-066X.37.7.737>

Triandis, H. C., Malpass, R. S., & Davidson, A. R. (1973). Psychology and culture. *Annual review of psychology*, 24(1), 355-378.

Turnbull, S. (2014). *Genghis Khan & the Mongol Conquests*. Bloomsbury Publishing.

Van Bavel, J. J., Reinero, D. A., Harris, E., Robertson, C. E., & Pärnamets, P. (2020). Breaking Groupthink: Why Scientific Identity and Norms Mitigate Ideological Epistemology. *Psychological Inquiry*, 31(1), 66-72.

Weatherford, J. (2005). *Genghis Khan and The Making of the Modern World*. Crown.

Wells, M. (2000). Beyond cultural competence: A model for individual and institutional cultural development. *Journal of community health nursing*, 17(4), 189-199.

Woods, M., & Rosenberg, M. E. (2016). Educational tools: thinking outside the box. *Clinical Journal of the American Society of Nephrology*, 11(3), 518-526.