

# Leadership and the Humanities

(20398)

**Class meetings:** Jepson Hall 102,  
Tuesdays and Thursdays,  
12:00-1:15pm

**Instructor:** Dr. Lauren Henley (she/her)

**Office Hours:** Jepson Hall 234  
(Tuesdays, 10:30-11:30am  
and 1:30-2:30pm)

**Contact Method:** Email  
(lhenley@richmond.edu)



This course is divided into four units to give you an overview of the breadth of leadership studies from a humanities perspective. The first unit examines classic leadership theorists to provide context to long-fought debates in leadership studies. The second explores leadership studies as an academic field of study. The third uses historical leaders as case studies to understand leadership in action. The fourth addresses contemporary issues related to leadership studies. Through these four units, you should appreciate the myriad perspectives represented and range of topics covered. This class is designed to be inclusive in terms of content, assessments, discussions, and more.

## Course Description

What is leadership? Are leaders born or made? Can leaders exist without followers? What is the difference between a good leader and a bad leader? How do issues of race, gender, sexuality, class, and ability affect perceptions of leaders? What do historical examples of leadership tell us about leadership in contemporary society? These questions, and others, will be explored throughout this course. By examining the foundations and intellectual development of leadership as a concept in Western society, this course encourages you to think broadly about issues of power, morality, ethics, success, failure, change, and more.

The nature of this course requires it to be a shared intellectual enterprise between all of us. As a result, earnest reflection on course materials and robust conversations are expected. This is not a strict lecture course; you should come to class prepared to engage me and each other.

## Goals



By the end of this course, you should be able to:

1. Defend a fluid definition of leadership.
2. Identify challenges to studying leadership.
3. Draw from historical examples when discussing leadership.
4. Formulate and support arguments regarding leadership studies in writing.

# Grading

This class approaches assignments and grading differently from many other classes. Research shows that traditional grading can hinder students' willingness to learn for the sake of learning. Instead, students tend to focus on the end result—the grade—and often prioritize getting a certain score or number of points. This class is based on low-stakes assessments that are graded holistically (i.e. there are no numeric grades assigned).

Instead, **on every assignment you have the opportunity to earn a letter grade:**

A (exceptional), B (good/very good), C (sufficient), D (insufficient), or F (unacceptable)

These grades will be translated to the university's 4.0 grading scale at the end of the semester and the average will be your final grade. Averages will be truncated to one space after the decimal point, not rounded.



A+ 4.0	A 3.8-3.9	A- 3.6-3.7	Not Satisfactory
B+ 3.3-3.5	B 3.0-3.2	B- 2.7-2.9	F 0.0-0.6
C+ 2.3-2.6	C 2.0-2.2	C- 1.7-1.9	I 0.0
D+ 1.3-1.6	D 1.0-1.3	D- 0.7-0.9	V 0.0

A few notes about grading:

1. During the semester, letter grades will be assigned *without pluses and minuses* (except in extenuating circumstances).
2. Having low-stakes assessments should not be understood as the assignments being easy or requiring minimal effort. Instead, the idea is that no single assignment disproportionately helps or harms your grade.
3. This grading philosophy gives you a significant amount of flexibility in earning your grades, but it requires you to be proactive rather than reactive.
4. I have high expectations and want to see you succeed. Earning a B+ in this class is considered a good grade and is evidence that you have met my expectations.

# Standards

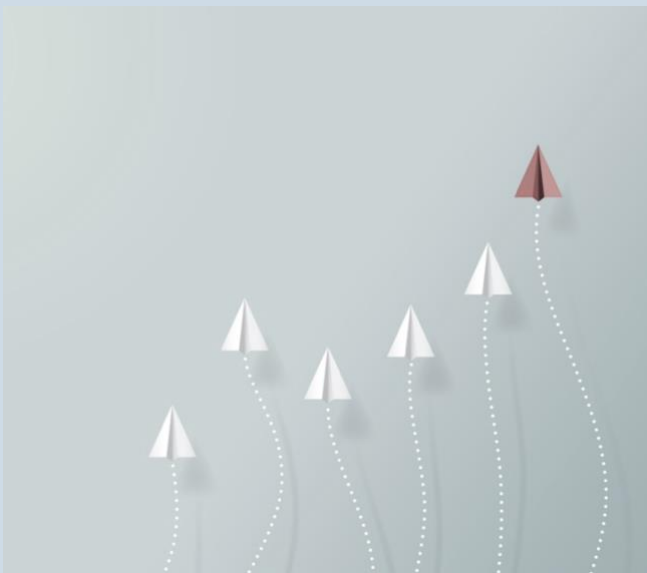
modified from Thad Williamson

**A (exceptional):** A-range work far exceeds the requirements of a given assignment by demonstrating critical thinking, a comprehensive grasp of the material, and astute attention to detail. A-range papers advance coherent and original arguments, present compelling evidence, and anticipate potential questions/weaknesses. Work of this quality is incredibly well-written with few-to-no grammatical mistakes, has impeccable organization, and adheres to formatting guidelines, as required. Written assignments that earn this grade are exemplary, distinctive, and evince exceptional insights.

**B (good):** B-range work is considered good and very good, amply meets the requirements of a given assignment, and shows sincere engagement with course material. B-range papers demonstrate significant effort to address all aspects of the assignment and avoid obvious pitfalls in logic, argument, and/or organization. Written assignments that earn this grade are typically well-written and easy to follow, make solid arguments, and show acceptable attention to detail.



**C (sufficient):** C-range work meets most of the requirements of a given assignment but is lacking in some significant manner. Engagement with course materials is present but might fall short in terms of comprehension or coverage. C-range papers may espouse noticeably flawed arguments, fail to present content in an organized manner, and/or demonstrate poor quality writing (or proofreading).



**D and F (insufficient):** D- and F-range work does not meet the requirements of an assignment.

# Assignments

## **Required Assignments**

Participation

Packback

Comprehension Checks

Multiple-Choice Exam

Mid-Semester Reflection

Final Reflection

## **You-Pick-Assignments (YPAs)**

Leadership Musings

TED Video Analysis

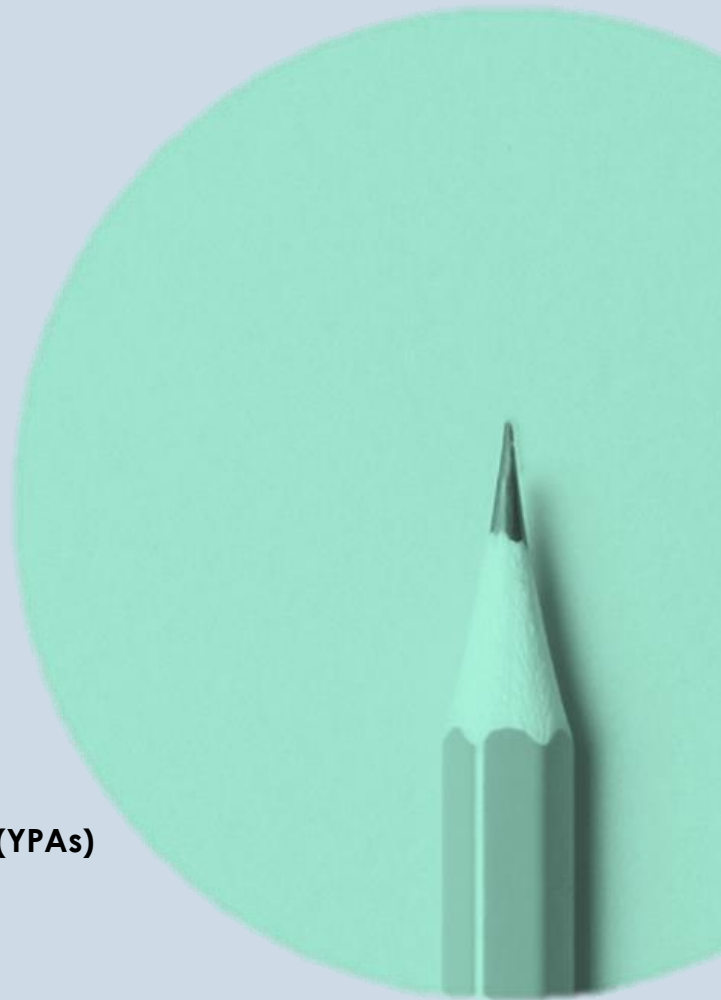
How-to-Lead Playlist

Leadership Speech

Historical Leader Letter

Primary Document Analysis

Unessay



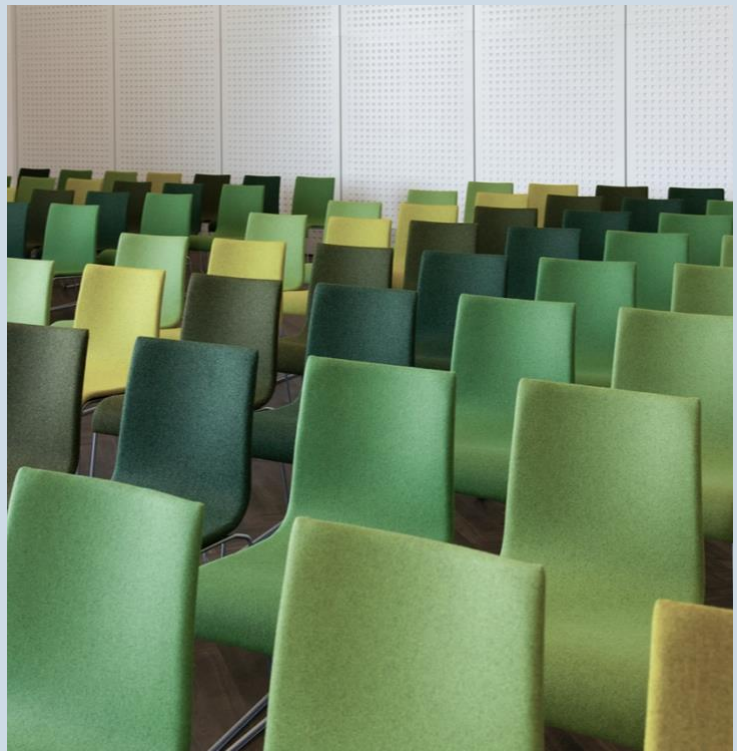
# Overview

**Every assignment for this class is worth 10%** of your overall grade and will be assessed using the letter designations detailed above. Of the ten assignments, six are required and four are to be selected from a list of seven options (YPAs). This format balances assessing what you're learning and giving you flexibility to demonstrate your knowledge in ways that highlight your strengths.

## Participation

It is expected that you will attend all classes. Your participation in class, rather than simply your physical presence, will be the major determinant of this portion of your grade. You will be expected to contribute to the intellectual growth of the class, to interact with your peers respectfully, and to engage with course material in meaningful ways. Participation will take many forms, including in-class activities, small group work, traditional discussions, and more. During the mid-semester and final reflections, you will be asked to self-assess your participation and comment on your peers' participation too.

As much as I expect you to attend all classes, I recognize that life happens. We are also still in the midst of a global pandemic. Do not choose in-person attendance over your own health. Do not risk the wellbeing of your classmates. You should not come to class if you feel sick, have a fever, or have any symptoms associated with COVID-19 or seasonal flu. **Excluding COVID-related scenarios, you may exercise two excused absences, no questions asked, and should plan to let me know in advance if possible.** See the Jepson School of Leadership Studies Common Course Policies in this syllabus for further details.



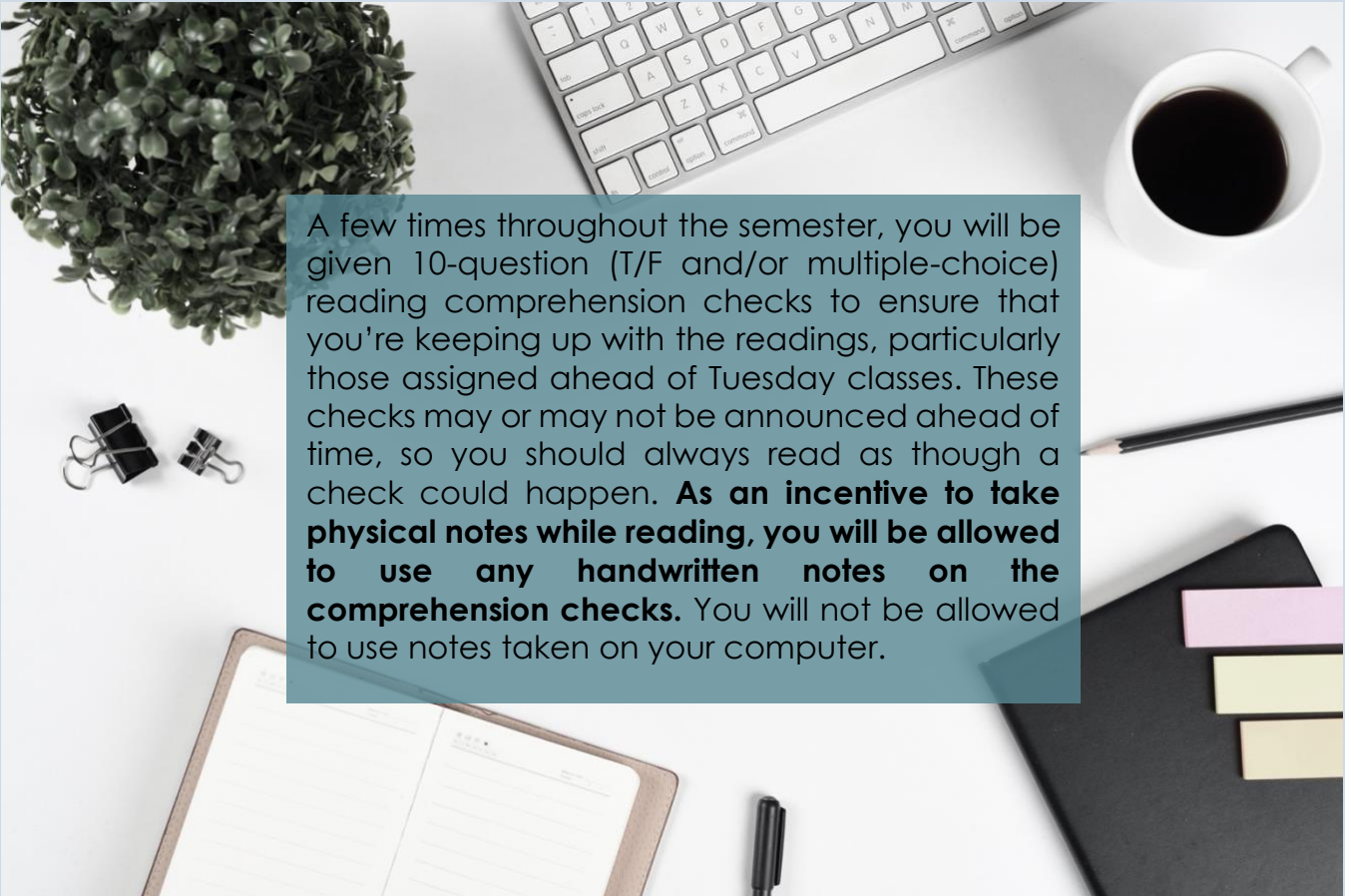
# Packback

Ahead of Thursday classes, you will be expected to engage in a lively online conversation on Packback, our alternative to Blackboard forums. Packback allows you to ask and answer thought-provoking questions related to course materials. **You are allowed to miss one week of posts this semester, no questions asked.** Additional information about Packback can be found on Blackboard.



Note: If Packback is cost-prohibitive, please submit this [form](#) to apply for a Scholarship Access Code. You can also reach out to me so I can follow up with the appropriate party.

# Comprehension Checks

A top-down view of a desk setup. On the left is a small green plant. In the center is a white keyboard. On the right is a white cup of black coffee. Below the coffee is a black pencil. At the bottom is an open notebook with a brown cover and a black pen. To the right of the notebook is a black folder with pink and yellow sticky notes.

A few times throughout the semester, you will be given 10-question (T/F and/or multiple-choice) reading comprehension checks to ensure that you're keeping up with the readings, particularly those assigned ahead of Tuesday classes. These checks may or may not be announced ahead of time, so you should always read as though a check could happen. **As an incentive to take physical notes while reading, you will be allowed to use any handwritten notes on the comprehension checks.** You will not be allowed to use notes taken on your computer.

# Reflections

A key feature of humanistic enterprise is reflecting on how you know what you know, not memorizing facts to regurgitate at a specific moment in time. As a result, **twice during the semester you will be asked to reflect on your experience in class**. These reflections should be earnest assessments of your learning and will provide you the opportunity to shape the direction of this class and future classes. Although inherently subjective assignments, the reflections are to be taken seriously and will be assessed in terms of their sincere engagement with the questions presented.



## YPA Details



With the exception of one YPA (Leadership Musings), the rest can technically be turned in at any of the deadlines. Some of the YPAs will be easier to complete after certain content has been covered in class and I have provided my recommendations for such timings. If you want to submit a YPA before the content has been covered, however, you are free to do so.

# Leadership Musings

January 21

This YPA is designed for students who want to get a grade out of the way early in the semester and is the only YPA that includes an option for revision. Submit a 2-page reflection that analyzes a leadership moment in your life. You can talk about an extracurricular club, a moment in high school or childhood, and/or a particular event.

Consider the following questions as you craft your response. What kind of leadership style did you demonstrate and why? Were you in a formal or informal leadership role? What was the dynamic between you and your followers? What characteristics and behaviors made you an effective or ineffective leader? Were there particular challenges or obstacles you encountered while leading, and if so, how did you overcome them? What lessons did you learn from your experience?

The catch? The usage of certain words is severely limited: “leader(ship)” can be used twice, conjugations of the verb “to lead” once, and conjugations of the verb “to be” twice.

If you choose this option, the YPA is due no later than January 21 at 11:59pm ET. You will be able to revise and resubmit your assignment until April 24 at 11:59pm ET for a complete regrade. (Note: this assignment is tough, but it has incredibly low stakes.)

## TED Video Analysis

Watch [this TED video](#) from Hasan Jeffries about confronting hard history and then write a brief analysis (2-4 pages) of how this video relates to our materials about Founding Families. Your essay should not only advance an argument, but it should draw from specific examples to support your claim. Consider the following questions as you write your analysis. How does the romance of leadership affect the way Washington and Madison are remembered in American history? What narrative has society constructed about the country's “Founding Fathers”? Is it problematic? How do physical sites like presidential homes convey leadership and/or power? What are some examples? How does learning about the nuances of historical leaders like Washington and Madison contribute to our contemporary understandings of social injustices? What are some ways modern-day leaders can start to address these systemic problems?

*Note: this assignment is best completed after February 22.*





# How-to-Lead Playlist

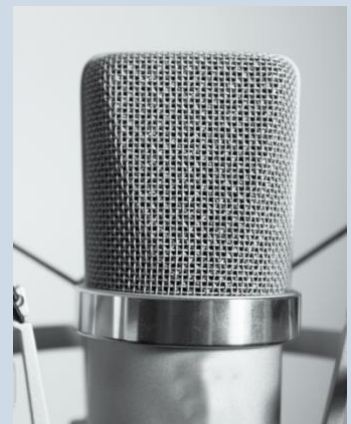


Songs often shape our emotions and inspire our actions. Curate an annotated playlist of 8-10 songs you believe reflect leadership. You can imagine these songs to be those famous leaders listen(ed) to before public events or they can be songs with lyrics emblematic of particular leadership theories. You can also draw on songs that were written about specific historical moments in which leadership played a significant role in the outcome. The songs must come from more than four albums by four different artists, however. Each song selected should be accompanied by an annotation (min. 6 sentences) explaining why you selected it and how it explicitly connects to leadership studies. You should reference specific lyrics, concepts, ideas, readings, etc. in your annotations. Make sure to include the full song title, artist name, album name, and year of production in your annotation.

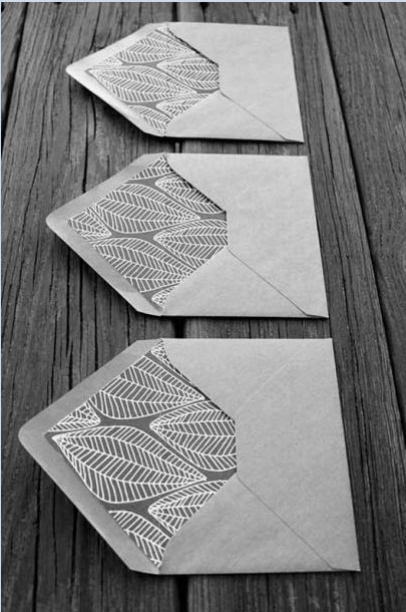
# Leadership Speech

Record yourself giving a short speech (5-6 minutes) about a change you want to see made on campus or in the local Richmond community. The change can be related to an injustice you want rectify, an improvement you want to see happen, or an idea you want to spread. Using the 4 I's of transformational leadership, pretend that you are pitching your opinion to the entire university community (students, faculty, staff, and administration). Through rhetoric and inflection, model what inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration can look and sound like. This is your opportunity to move beyond learning about leadership theories and put them into action. You should submit both an audio file and transcript of your speech. You will be allowed to submit this assignment twice to allow for both files to be included.

*Note: this assignment is best completed after February 3.*



# Historical Leader Letter



Write a 2-4-page letter to any historical leader of your choosing. The person you select must have been dead for at least 30 years (1992). In your letter, you should ask your historical figure about their approach to leadership, offering concrete examples as evidence. Try to speculate about which leadership theory might be most applicable to what you know about them. Consider whether or not you want to commend or criticize their leadership tactics and justify your stance. Write to them about contemporary leadership challenges and consider how they might respond to such issues. For example, if you chose to write a letter to Jefferson Davis, you could address the January 6, 2021 events at the Capitol. If you write to Adolf Hitler, you could discuss Holocaust memorials in various countries. Finally, consider how their approach to leadership has been commemorated.

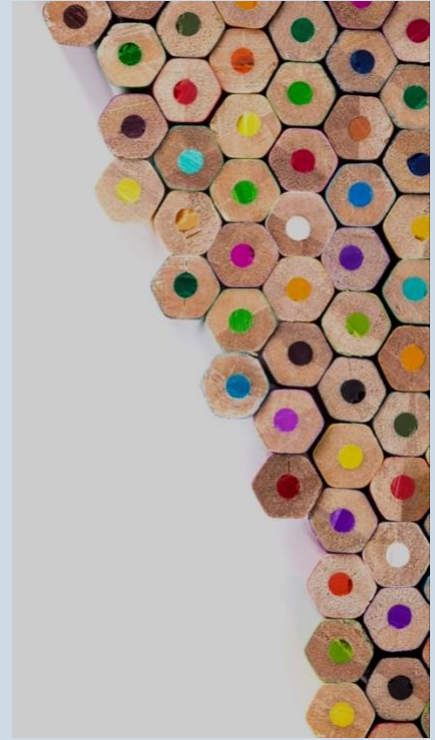
This assignment requires you to do some outside reading (two academic journal articles) and should include Chicago Manual of Style citations for these sources.

## Primary Document Analysis

Pick one of the primary documents provided on Blackboard and write a 2-4-page analysis of the source. You should consider the basics of the source (who, what, where, and when) and also focus on what it tells us about historical leadership, depending on the context of the selected document. Your analysis should be formatted as a short essay and use the following questions for guidance. How is leadership being depicted or discussed? Is it done in a complimentary or critical way? How does the source separate the idea of a leader as a person from leadership as a process? How can you interpret this source through the lens of one of the readings we've completed in class? For example, does it evince a Machiavellian form of leadership and if so, how? Make sure to select specific details from the primary document to include in your analysis. Addressing the purpose and/or intended audience of the document will strengthen your assessment and help you analyze rather than describe the source. Completion of this assignment can vary depending on the document you choose.

# Unessay

Offering the opportunity to demonstrate your learning through a non-traditional format, the unessay YPA requires that you artistically depict one of the leadership theories we've covered in class AND relate it to either one of the historical figures or contemporary challenges we've discussed. This artistic depiction should be creative and can take a variety of formats, including but not limited to: a comic strip, a sculpture, a painting/drawing, a zine, a short video, etc. Feel free to pitch unessay ideas that fall outside of these examples. Unessays should be judicious in their use of text and will be assessed based on how convincingly and creatively they convey the appropriate leadership theory and its connection to either a historical figure or contemporary challenge. For example, if you wanted to write a brief illustrated children's book, text is appropriate but cannot simply state that Martin Luther King Jr. represents the 4 I's of transformational leadership.



# Expectations

All papers should be double-spaced in Times New Roman, size 12 font, with 1-inch margins. **Submit all electronic assignments through Blackboard as either PDF or Word files.** Citations should adhere to the [Chicago Manual of Style](#) (notes-bibliography style). While papers can be written in first-person, I expect you to write with a standard of university-level grammar, syntax, organization, and argumentation. This means you should proofread your work before submitting it. Assignments with three or more grammatical mistakes cannot earn an A as they indicate a lack of attention to detail.

**All work is expected on time and no grace periods will be granted.**

Late work has the opportunity to be assessed with a one-letter grade deduction.



# Readings

All course readings will be provided electronically through Blackboard. Readings should be completed before the class period for which they are listed.



## **How to Read**

Reading is not a passive activity and cannot be properly undertaken in simultaneity with other work. You should take notes while reading to process the materials: ask yourself questions, debate with the author(s), and make connections to other readings in real time. Whenever you approach new reading materials, you should try to discern the main argument. Then, you can assess how the author creates said argument, and whether or not it is one you find compelling. By actively reading and taking thorough notes throughout the semester, you will save time when completing your assignments. Strong notetaking will also lead to more productive class conversations as we talk through a variety of nuanced topics.

Note: some of our materials this semester are historical in nature and use terminology that is antiquated to modern audiences. These materials may include words that are considered offensive, inappropriate, or in poor taste today. I will offer alternative words to be used in class as needed and elaborate on the significance of contextualizing language as required.

# Course Values

## ***Student Rights and Responsibilities***

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded, or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with me and with others if things start to feel out of control or overwhelming.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding me accountable as well.

## ***Recording Policy***

You may not record any portion of class, whether in person or virtual, unless you have documentation requiring such for accommodation purposes. This includes but is not limited to all forms of audio or video recording technology. You may not take pictures of anyone in class without the express consent of the intended party. I will explicitly state when it is okay and/or encouraged to take pictures.

## ***Personal Pronoun Preference***

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, nationality, ability, etc. Class rosters are provided to me with your official university name. I will gladly honor your request to address you by an alternate name and/or gender pronouns. I will model best practices for naming preferred pronouns and recognize that not all students will feel comfortable with this approach. If this is the case, please advise me in whatever method is most comfortable for you as early as possible in the semester so that I may make appropriate changes to her records. If your pronouns and/or name change during the semester, please contact me so that I may address you as you desire.

## ***Communication Policy***

If you have questions that are not answered in the syllabus or on Blackboard, you are encouraged to reach out to me to seek clarification. **If, however, the answer can be found in the syllabus or on Blackboard, my response will point you in the direction of the appropriate source.** This approach encourages you to actually look for answers before reaching out and gives me time to answer more substantive questions. I will respond to student emails within 24 hours of receipt during the week but may not respond to emails sent during the weekend (after 5:00pm ET on Fridays through Sunday) until the following Monday.

Whenever you email me, do not address me as anything other than Professor Henley or Dr. Henley (i.e. no Ms./Miss/Mrs.). Your email does not need to be formal but should open with some sort of respectful greeting (i.e. Dear/Hello/Hi Professor Henley).

# Common Course Policies

Jepson School of Leadership Studies

## **Awarding of Credit**

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

[registrar.richmond.edu/services/policies/academic-credit.html](https://registrar.richmond.edu/services/policies/academic-credit.html)

## **Disability Accommodations**

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

[disability.richmond.edu/](https://disability.richmond.edu/)

## **Honor System**

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."

[studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html](https://studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html)

## **Religious Observance**

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

[registrar.richmond.edu/planning/religiousobs.html](https://registrar.richmond.edu/planning/religiousobs.html)

## **Addressing Microaggressions on Campus**

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.<sup>1</sup> Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.<sup>2</sup> Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).<sup>3</sup> A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.<sup>4</sup>

The University of Richmond is committed to building an inclusive community. To do so, the following resources are available to support our students: Spiders

Against Bias (an anonymous peer to peer support network that aids microaggression and bias incident survivors in connecting to different resources) and the Bias Resource Team.<sup>5</sup> Additionally, this semester students are leading a series of workshops, *Not So Slight: Combating mAcroaggressions*, for students to learn how to recognize microaggressions and how to have meaningful conversations around difficult topics in an aggression-free environment.

With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

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<sup>1</sup>Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

<sup>2</sup>Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25. <https://doi.org/10.1002/abc.20044>

<sup>3</sup>Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

<sup>4</sup>Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.106>

<sup>5</sup><https://commonground.richmond.edu/contact/bias-incidents/index.html>

# Campus Resources

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([asc.richmond.edu](http://asc.richmond.edu)): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. **Email** [Roger Mancastroppa \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hwalt@richmond.edu\)](mailto:hwalt@richmond.edu) for coaching appointments in academic and life skills.

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and [research guides](#). Students can [contact an individual librarian](#) or ASK a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), or [chat](#).

**Career Services:** ([careerservices.richmond.edu](http://careerservices.richmond.edu) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

**Counseling and Psychological Services** ([caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** ([disability.richmond.edu](http://disability.richmond.edu)) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services, and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

**Speech Center** ([speech.richmond.edu](http://speech.richmond.edu) or 287-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching, and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

**Writing Center** ([writing.richmond.edu](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

*I reserve the right to modify this syllabus according to the needs of the class.*



# Course Schedule

	Day	Topic	Materials
	January 11	Semester Overview	
	January 13	What is Leadership	<i>Read: Bennis, On Becoming a Leader (xiii-31)</i>
Classic Writings on Leadership	January 18	Right or Just?	<i>Read: Plato, The Republic (12-25)</i> <i>Watch: "<a href="#">Plato's Best (and Worst) Ideas</a>"</i>
	January 20	Justifying the Means?	<i>Read: Machiavelli, The Prince (91-118)</i> <b>OPTIONAL Leadership Musings YPA due January 21 by 11:59pm ET</b>
	January 25	What about Women?	<i>Read: Wollstonecraft, A Vindication of the Rights of Woman (64-88)</i>
	January 27	How Sovereign?	<i>Read: Rousseau, The Social Contract (1-33)</i>
	February 1	Introduction to Modern Leadership Theories	<i>Read: Ciulla, "The Two Cultures: The Place of Humanities Research in Leadership Studies" (433-444)</i> <i>Read: Barker, "The Rethinking of Leadership" (46-54)</i>
Leadership Theories	February 3	Transformational Leadership	<i>Read: Bass and Riggio, "Introduction" in Transformational Leadership (1-18)</i>
	February 8	Heroic Leadership	<i>Read: Allison and Goethals, "Introduction: Leadership and Heroism" in Heroic Leadership (1-27)</i>

	February 10	Servant Leadership	<p>Read: Greenleaf, "Who is the Servant Leader?" (19-27)</p> <p>Read: Blanchard, "What is Servant Leadership" in <i>Servant Leadership in Action</i> (18-24)</p>
	February 15	Othered Leadership	<p>Read: Thomas, "Leading as the 'Other'" (402-406)</p> <p>Read: Muhr and Sullivan, "'None So Queer as Folk': Gendered Expectations and Transgressive Bodies in Leadership" (416-435)</p>
	February 17	Radical Leadership Frameworks	<p>Read: Rosile, et. al., "Ensemble Leadership Theory: Collectivist, Relational, and Heterarchical Roots from Indigenous Contexts" (307-328)</p> <p><b>YPA due February 18 by 11:59pm ET</b></p>
<b>Historical Leadership: Good or Bad</b>			
Early Republic	February 22	Founding Fathers	<p>Read: Morgan, "George Washington and the Problem of Slavery" (279-301)</p> <p>Listen: Excerpt from Henry Wieneck's <i>An Imperfect God</i> (3:24)</p>
	February 24	Founding Mothers	<p>Read: Abrams, "Prologue" and "Introduction" in <i>First Ladies of the Republic</i> (1-44)</p>
War	March 1	Tecumseh and Tenskwatawa	<p>Read: Edmunds, "Preface," "Chapter One," and "Chapter Two" in <i>The Shawnee Prophet</i> (ix-xi, 3-6, 28-41)</p>
	March 3	Abraham Lincoln and Jefferson Davis	<p>Read: Johnson, "Jefferson Davis and Abraham Lincoln as War Presidents" in <i>On Lincoln</i> (135-150)</p> <p>Read: Downs, "Introduction" in <i>Sick from Freedom</i> (3-17)</p> <p>Read: "Jefferson Davis—Abraham Lincoln," in <i>The New York Times</i>, February 15, 1865</p>

	March 8	Spring Break	
	March 10		
Progressive Era	March 15	Remembering Progressive Men	<p><i>Read:</i> Kuhl, "From Discipline to Model: Sterilization in Germany and the United States" in <i>The Nazi Connection</i> (37-52)</p> <p><i>Read:</i> Divitiis, "Profile of a Dictator. Could Hitler's Political Decisions Have Been Influenced by His State of Health?" (1550-1552)</p>
	March 17	Remembering Progressive Women	<p><i>Read:</i> Knight, "Changing My Mind: An Encounter with Jane Addams" (97-102)</p> <p><i>Read:</i> Sanger, "Eugenics, Race, and Margaret Sanger Revisited: Reproductive Freedom for All?" (210-217)</p> <p><b>YPA due March 18 by 11:59pm ET</b></p>
Civil Rights Era	March 22	Civil Rights Leaders	<p><i>Read:</i> Barnett, "Invisible Southern Black Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class" (162-182)</p> <p><i>Watch:</i> "<a href="#">An Unsung Hero of the Civil Rights Movement</a>"</p> <p><i>Watch:</i> "<a href="#">The Hidden Life of Rosa Parks</a>"</p>
	March 24	Rainbow Coalition	<p><i>Read:</i> Fernandez, "Introduction" in <i>The Young Lords: A Radical History</i> (1-12)</p> <p><i>Read:</i> Krzywy, "Chicago's White Appalachian Poor and the Rise of the Young Patriots Organization" (364-388)</p>

1980s	March 29	New Age Cults	<p>Read: Tourish, "Leadership, Group Suicide and Mass Murder" in <i>The Dark Side of Transformational Leadership</i> (157-176)</p> <p>Watch: <i>Wild Wild Country</i> (Netflix, episode 1)</p> <p>Optional Read: Urban, "<a href="#">Rajneeshpuram Was More than a Utopia in the Desert. It Was a Mirror of the Time</a>" in <i>Humanities</i></p>
	March 31	Marsha P. Johnson and Ronald Reagan	<p>Read: Raphael, "Introduction" in <i>The President Electric</i> (1-15)</p> <p>Read: Skinner, "Governing During a Time of Crisis" (1-6)</p> <p>Review: "On Drugs, Nancy Reagan Just Said 'No.' On AIDS, She Said Nothing" in <i>The Washington Post</i></p> <p>Review: <a href="#">Marsha P. Johnson's Obituary</a> in <i>The New York Times</i> (will need to access via UR subscription)</p> <p><b>YPA due April 1 by 11:59pm ET</b></p>
	April 5	Multiple-Choice Exam	
Contemporary Debates	April 7	Leaders and Monuments	<p>Read: Williams, "<a href="#">The Crumbling Monuments of the Age of Marble</a>" in <i>The Atlantic</i></p> <p>Review: <i>Voices on Monument Avenue Reader</i> (1-27)</p>
	April 12	Are Celebrities and Influencers Leaders?	<p>Read: Van Krieken, "Introduction" in <i>Celebrity Society</i> (1-25)</p> <p>Read or Listen: Tolentino, "<a href="#">How TikTok Holds Our Attention</a>" in <i>The New Yorker</i> (1-15)</p>
	April 14	No Class	
	April 19	Leadership Crises?	<p>Read: Tourish, "Why the Dark Side? Why Now?" in <i>The Dark Side of Transformational Leadership</i> (3-18)</p>

	April 21	Final Reflection & Course Evaluations	<b>YPA due April 22 by 11:59pm ET</b> <b>OPTIONAL Leadership Musings YPA due April 24 by 11:59pm ET</b>
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