

LDST 201 FOUNDATIONS OF LEADERSHIP STUDIES SPRING 2008 - COURSE SYLLABUS

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Office hours: Monday, Wednesday, 11:00 a.m. – 12:00 p.m. and by appointment

Class meeting time and location: *Section 01* Monday, Wednesday, Friday 8:15 a.m. – 9:05 a.m.
Jepson Hall, Room 102

INTRODUCTION

Studying leadership is a journey into self-discovery. It requires you to examine beliefs and values, to suspend judgment in order to become a critical thinker, and to move into new and uncharted territory. This course is designed as a beginning point for the examination of the issues and concepts involved in the study of leadership by focusing on the nature and the character of leadership itself. This readings and class discussions will address several basic questions such as what is leadership and its elements? How does context affect the nature of leadership? How do persons become effective leaders and/or effective followers? What is the moral purposes of leadership? What are the historical references for our contemporary leadership theories and ideas?

COURSE LEARNING PLAN

Course Learning Objectives - The essential, overarching learning objectives of this course are the following:

1. The student should become comfortable with the concept of leadership and why it is studied.
2. The student should recognize the various “elements” of leadership.
3. The student should know something about the process of leadership.
4. The student should be aware of the historical writings pertaining to leadership.
7. The student should have an enhanced understanding of the concepts and practices involved in leadership in a pluralistic society.
8. The student should be familiar with the kinds of questions asked by leadership scholars.
9. The student should have enhanced powers of critical analysis and increased capabilities of oral and written communication.

COURSE IN ACTION

This course seeks to **actively engage you** in the class, to challenge you to challenge yourself, your peers...and your instructor. In short, this is not a course for the passive or for those who want the teacher to provide all the answers.

Employing a variety of teaching techniques, the course requires a high level of student participation in classroom activities and group discussions. You will be challenged to think critically and imaginatively about the course material. It is important to note that this course will be a shared intellectual enterprise engaging instructor and students equally. We will employ a number of different instructional strategies and classroom experiences, many of which are designed to promote active, hands-on learning. Thus, the course seeks to integrate active, experiential, problem-based learning and the study of leadership theories and concepts.

COURSE REQUIRED READINGS

The classroom work in this course will center on the reading assignments. Since the course involves as much experiential activity and discussion as possible, and with minimum lecturing, it is **IMPERATIVE** that you complete the assigned readings prior to each class.

Texts:

Hesse, H. (1956). *The journey to the East*. New York, NY: Picador. ISBN: 0312421680

Kidder, T. (2004). *Mountains beyond mountains: The quest of Dr. Paul Farmer, a man who would cure the world*. New York, NY: Random House. ISBN: 0812973011

Mortenson, G. & Relin, D. (2007). *Three cups of tea: One man's mission to promote peace . . . one school at a time*. New York, NY: Penguin Group. ISBN-13: 9780143038252

Articles:

Most of the readings are online. You can access these articles under the Course Document section on the **Blackboard website**.

Newspapers:

Students are strongly encouraged to read a daily newspaper, in printed form or online, in order to follow stories that provide concrete examples for the study of leadership. Several assignments in the course will require attention to contemporary problems as covered in the press. Each of the following: *The New York Times*, *The Washington Post*, or *The Richmond Times-Dispatch*, can be accessed on line at www.nytimes.com, www.washingtonpost.com, or richmondtimesdispatch.com. *The New York Times* requires a log in, but the other three can be accessed immediately. These newspapers are also available to read in the Heilig Meyers Lounge of the Jepson School as well as in the reading area of Boatwright Library.

COURSE POLICIES AND STANDARDS

The following class policies are established for the purpose of allowing students enrolled in leadership courses to establish practices that demonstrate mature and responsible behavior toward their work and each other.

Class Attendance and Participation

Attendance and participation in class and group activities/meetings are very serious components of the class. Class attendance **is required** and will be recorded. Absences due to health or sports must be substantiated in writing by the appropriate university official. Absences without valid excuses will be penalized in the final grade. After two absences the student's grade will be affected. More than two unexcused absences will result in a half grade reduction for each session missed. For example, if you miss three classes and you were to receive a B, then your grade would be lowered to a B-. PLEASE NOTE: Missing more than five will result in a grade of F. In addition, lateness will not be tolerated.

Absence During In-Class Graded Assignments

Unexcused absences from in-class graded assignments may not be made up. Any difficulties or problems should be brought to the instructor's attention as soon as possible (well before the assignment or exam is scheduled.) Requests for extensions will be granted only under dire circumstances.

Late Papers and Comments on Papers

Late papers or assignments receive a half grade deduction per day. For example, if a paper was due on a Wednesday and the student handed it in on Thursday morning, then the student's grade on the paper would be dropped from a B to a B-. Papers will not be accepted via e-mail. The instructor will provide comments on papers, but if the student desires more feedback it would be wise to make an appointment.

Honor Code

The Jepson School supports and adheres to the provisions of the Honor System sanctioned by the School of Arts and Sciences. Every piece of written work presented by individual students must have the honor pledge and the student's signature on it. The pledge is, ***"I pledge that I have neither given nor received unauthorized assistance during the completion of this work."*** If the code is not on the assignment, there will be a half grade deduction.

COURSE ASSIGNMENTS

The assignments are designed to create a framework in which students are treated fairly and equally. Please remember that critical analysis of the assigned readings is necessary. The readings, articles, and ideas from the course will need to be incorporated into each assignment. Please utilize the *American Psychological Association (APA)* style in referencing material. **Every quote and non-original thought that is written by a student should have a reference citation.** If there is no reference page at the end of each assignment, there will be a half grade deduction.

The assignments for this class are:

Short Writing Assignments

Each student will write three essays that are reflections of the readings. The first and third essays are reflections of several readings. The second essay will be a critical analysis of a book. Each paper is expected to be five pages.

Examinations

There will be a mid-term and a final examination.

Leading class discussions

Each student will be placed into a small group. That group will need to lead class discussions on appointed days. The night prior to class, the assigned group will need to post their discussion questions and themes on the Blackboard site.

COURSE GRADING

- 15% Essay #1
- 15% Essay #2
- 15% Essay #3
- 25% Midterm examination
- 20% Final examination
- 10% Attendance, class participation and pop quizzes on readings

COURSE SCHEDULE

Introduction

Week 1

Mon., Jan. 14 **Introduction**

Wed., Jan. 16 **Introduction**
 Reading: Wren, #1, 2, 9, 10

Fri., Jan. 18 **Why study leadership?**
 Reading: Wren - #5, 6, 7, 8

Humanism and Situationism

Week 2

Mon., Jan. 21 **Humanism**
 Reading: Perry, pp. 56-64, 68-70, 80-90

Wed., Jan. 23 **Humanism**
Group A commentary and discussion questions due

Fri., Jan. 25 **Hubris v. reverence**
 Reading: Woodruff, *The Shape of freedom: democratic leadership in the ancient world*
 Orwell, excerpt from *Animal Farm*

Week 3

Mon., Jan. 28 **Hubris v. reverence**
Group B commentary and discussion questions due

Rule of one v. rule of many

Wed., Jan. 30 **Unity and community**
 Reading: St. Thomas Aquinas, *On Princely Government*
 Excerpts from other primary source documents

Fri., Feb. 1 **Unity and community**
Group C commentary and discussion questions due
Assignment due Individual Essay #1

Week 4

Mon., Feb. 4 **Genius or chance**
 Reading: Burns, excerpt from *Transforming Leadership*
 Tolstoy, excerpt from *War and Peace*

Wed., Feb. 6 Genius or chance
Group D commentary and discussion questions due

Fri., Feb. 8 Rule of one or rule by multitude
 Reading: Machiavelli, excerpts from *The Discourses* and *The Prince*

Week 5

Mon., Feb. 11 No Class

Deference to the polis

Wed., Feb. 13 Rule of one or rule by multitude
Group E commentary and discussion questions due

Fri., Feb. 15 Compact between the ruler and the ruled
 Reading: Perry, pp. 364-373, 401-404, 422-426
 du Plessis-Mornay: *The Defense of Liberty Against Tyrants*
 Levellers: *An Agreement of the People*

Week 6

Mon., Feb. 18 Compact between the ruler and the ruled

Wed., Feb. 20 From royal deference to public leadership
 Reading: De Tocqueville, excerpt from *Democracy in America* pp. 639-676
 Morgan, *From Deference to Leadership*

Fri., Feb. 22 No Class

Week 7

Mon., Feb. 25 From royal deference to public leadership

Wed., Feb. 27 Application of polis leadership
 Reading: *Three Cups of Tea*
All groups commentary and discussion questions due
Assignment due Individual Essay #3

Fri., Feb. 30 Application of polis leadership
 Reading: *Three Cups of Tea*
All groups commentary and discussion questions due

Week 8

Mon., Mar. 3 **Application of polis leadership**

Reading: *Three Cups of Tea*

All groups commentary and discussion questions due

Wed., Mar. 5 **Catch Up and Review**

Fri., Mar. 7 **Midterm examination**

Week 9

******* Spring Break *******

Week 10

Leader – follower interaction

Mon., Mar. 17 **Reciprocity in leading: Transforming and transactional**

Reading: Burns, excerpt from *Leadership*, pp. 9-46
Wren, #20

Wed., Mar. 19 **Followership**

Reading: Wren, #29, 30
Kelley, *If the people will lead, the leaders will follow*
Burns, excerpt from *Transforming Leadership*

Fri., Mar. 21 **No Class**

Week 11

Mon., Mar. 24 **Masculine v. feminine leadership styles**

Reading: Wren, #26, 27, 28
Kellerman and Rhode, *Viable Options*
Kantrowitz, *When Women Lead*

Wed., Mar. 26 **Traits and behavior in leadership**

Reading: Wren, #23, 24, 25
Northouse, excerpt from *Leadership Theory and Practice*

Fri., Mar. 28 **Charisma**

Reading: Wren, #43
Northouse, excerpt from *Leadership Theory and Practice*
Edwards, *Charisma and personality: Does the messenger matter*

Values in Leadership: Ethics and Morality

Week 12

Mon., Mar. 31 **Values in leadership**
 Reading: Burns, excerpt from *Transforming Leadership*
 Heifetz, excerpt from *Leadership Without Easy Answers*

Wed., Apr. 2 **Ethics and leadership**
 Reading: Ciulla, *Leadership Ethics: Mapping the Territory*

Fri., Apr. 4 **Ethics and leadership**
 Reading: Northouse, excerpt from *Leadership Theory and Practice*
Assignment due Individual Essay #3

Week 13

Mon., Apr. 7 **Bad/Toxic leadership**
 Reading: excerpt from Kellerman, *Bad Leadership*
 excerpt from Lipman-Blumen, *The Allure of Toxic Leaders*

Wed., Apr. 9 **Case Study: My Lai, Vietnam**
 Movie: *Remember My Lai*

Fri., Apr. 11 **Case Study: My Lai, Vietnam**
 Movie: *Remember My Lai*

Community Leadership: Social Capital, Citizenship, and Pluralism

Week 14

Mon., Apr. 14 **Community leadership**
 Reading: Putnam and Feldstein, *Better together*
 Putnam, *Bowling Alone*

Wed., Apr. 16 **Community leadership**
 Reading: Putnam and Feldstein, *Better together*

Fri., Apr. 18 **Citizen leadership**
 Reading: Wren, #3, 41, 42
 Movie: *Mud Creek Clinic*

Week 15

Mon., Apr. 21 **Diversity and respectful pluralism**
 Reading: Hickman, *Reflections on leadership in a diverse society*
 Hicks, *Spiritual and religious diversity in the workplace. Implications for leadership*

Servant Behavior in Leadership

Wed., Apr. 23 **Servant leadership**
Reading: Hesse, *The Journey to the East*
 Greenleaf, *The Servant as Leader*

Fri., Mar. 25 **Servant leadership**
Reading: Hesse, *The Journey to the East*

FINAL **To be announced**