

LDST 101 Foundations of Leadership Studies
TR 3:45-5:00

Ana Mitric
102 Jepson Hall

Office: 234 Jepson Hall
Office Hours: TR 5:15-6:30, and by appointment
e-mail: amitric@richmond.edu; phone: 287-6365

This course aims to introduce students to the key issues and concerns of leadership and leadership studies. We will examine significant literary, historical, and philosophical sources for insights on the nature and character of leadership, as well as more contemporary (and often more theoretical) reflections on both leadership practices and the varied disciplines that study them. The course reading and discussion will focus on several questions, beginning with the most fundamental: “What *is* leadership?” Students will also consider the various parties who participate in leadership, the processes by & through which it is conducted, the conditions which affect it, and the ends in service of which it operates. The course will place particular emphasis on cultivating a vocabulary conducive to understanding and analyzing the many aspects and elements of leadership, and on developing the writing skills capable of articulating this knowledge.

Texts:

** selected essays & excerpts on electronic reserve **

Austen, *Persuasion*
Chafe, *Civilities and Civil Rights*
Haley, *The Autobiography of Malcolm X*
Ishiguro, *The Remains of the Day*
Lee, *Do the Right Thing* (on reserve in the MRC)
Plato, *The Republic*
Williams, *Keywords*
Wren, *The Leader’s Companion* (LC on schedule)

REQUIREMENTS:

1. *Class contribution & e-mail responses* (20%): You are required to keep up with the substantial reading assignments and participate in class discussion in an active and informed manner. This will not be a lecture course. You will also be assigned to groups responsible for short responses to the reading, which will be sent to the class on a regular basis via Blackboard. Occasionally, I will give you specific guidelines for these e-mails; most of the time, however, you are expected to propose a few questions raised by—or points about—the week’s reading. Why is this particular problem or issue worth pursuing? What do possible answers or approaches suggest about the text at hand? In what ways do this unit’s keywords illuminate the readings? Are there any significant connections you can make between the readings? I will use your responses to help structure our class discussion; you, in turn, should read your classmates’ postings before our meetings so that we have a common framework for discussion.

2. *Group research project and presentation* (10%): Mid-way through the semester, I will provide contextual topics related to political, social, and cultural leadership for you to choose from and research in groups. Groups will present their findings in class prior to our viewing of *Do the Right Thing*.

3. *Papers* (45%): You will have three formal writing assignments in this class: a close reading of a passage from Plato's *Republic* (2-3 pages @ 10%), a textual analysis of one of the works of fiction on our list (5-6 pages @ 20%), and a critical analysis of one of the leadership concepts we encounter (3-4 pages @ 15%). Further guidelines and suggestions will be provided as the due-dates approach.

4. *Final Exam* (25%): The comprehensive final will take place during the end-of-semester exam period: specifically, on April 28 from 2-5pm. We will discuss the exam format and content in class before the end of the semester.

RULES & REGS:

Papers must be handed in to my mailbox in Jepson 126 by 5 p.m. on the due date. Extensions will be accepted *only if you speak to me before the paper is due*. If you submit a late paper without getting advanced (more than 24 hours) approval, your paper grade will be reduced by an **entire letter grade** (i.e., a paper grade of B-plus becomes a C-plus).

Since class participation is an essential part of this course, I will allow only two unexcused absences without penalty (an excused absence is one about which I have been notified beforehand—for example, a serious illness, athletic event, religious observance, or family emergency). More than two unexcused absences will result in the reduction of your final grade by **two-thirds of a letter grade for each missed class** (i.e., a final grade of a B-plus becomes a B-minus).

KEY DATES:

VISIT BY CHUCK D: **T** 3/18 7pm, Jepson Alumni Center

FILM SCREENING: **W** 4/16, 6-9, location TBA

FINAL PAPER: **F** 4/25

FINAL EXAM: **M** 4/28, 2-5pm

DETAILED SCHEDULE OF READINGS & TOPICS

Unit 1. Backgrounds & Historical Views

Week 1

1/15 **T** Introduction

1/17 **R** LC selections: *Big Questions & Important Issues*

2. Burns, "The Crisis of Leadership"
5. Cronin, "Thinking & Learning about Leadership"
6. Spitzberg, "Paths of Inquiry into Leadership"
7. Bass, "The Meaning of Leadership"
8. Hughes, et al, "What Is Leadership?"
36. Wren and Swatez, "The Historical & Contemporary Contexts of Leadership"
3. Cuoto, "Defining a Citizen Leader"

Week 2

1/22 **T** *On Justice*: Plato, *The Republic* Books I-III (focus on 1-66, 112-17; skim 67-111)

1/24 **R** *On the Social Order*. *Republic* Books IV & V (117-204)

Week 3

1/29 **T** *The Philosopher as Ruler*. *Republic* Book VI & opening section of VII (204-48), Books VIII & IX (275-334)

1/31 **R** LC selections: *On Leaders*

18. Chemers, "Contemporary Leadership Theory"
22. Kotter, "What Leaders Really Do"
23. Stogdill, "Personal Factors Associated with Leadership"
24. Kirkpatrick and Locke, "Leadership: Do Traits Matter?"
25. Hersey and Blanchard, "Behavioral Theories of Leadership"

Week 4

2/5 **T** Ishiguro, *The Remains of the Day* (p. 44); LC selections: *On Followers*

29. Gardner, "Leaders & Followers"
30. Rost, "Leaders & Followers Are the People in this Relationship"
31. Kelley, "In Praise of Followers"

2/7 **R** *The Remains of the Day* (p. 141)

Week 5

2/12 **T** *The Remains of the Day* (finish)

2/14 **R** LC selections: *On Power*

4. Greenleaf, "Servant Leadership"

44. Hughes, et al, "Understanding & Influencing Follower Motivation"

45. Hughes, et al, "Power, Influence, & Influence Tactics"

49. Brookfield, "What It Means to Think Critically"

Unit 2. Historical Views, Take Two: Democracy & Diversity

Week 6

2/19 **T** Various authors, "Man's Nature & Woman's Nature" (handout)

2/21 **R** Rousseau, from *The Social Contract* (**)

Week 7

2/26 **T** Elshtain, 19-41 from *Public Man, Private Woman* (**)

2/28 **R** Wollstonecraft, from *A Vindication of the Rights of Woman* (**)

Week 8

3/4 **T** *The Family as Commonwealth: Austen, Persuasion* (chs. I-VIII)

3/6 **R** *Persuasion* (chs. IX-XII)

Week 9

3/18 **T** *Persuasion* (finish)

3/20 **R** Hoyt, "Women & Leadership"; LC selections: *On Women & Leadership*

26. Rosener, "Ways Women Lead"

27. Schein, "Would Women Lead Differently?"

Unit 3. Case Study: The Civil Rights Movement

Week 10

3/25 **T** PAPER DUE (no new reading!)

3/27 **R** Chafe, *Civilities and Civil Rights* (chs. 1-3)

Week 11

4/1 **T** *Civilities and Civil Rights* (chs. 4-6)

4/3 **R** *Civilities and Civil Rights* (finish); recommended: Kozol, "Still Separate, Still Unequal" (**); LC selections: *On Citizenship*

41. Cronin, "Leadership & Democracy"

42. Mabey, "The Making of a Citizen Leader"

Week 12

4/8 **T** *The Autobiography of Malcolm X* (chs. 1-9)

4/10 **R** *The Autobiography of Malcolm X* (chs. 10-14)

Week 13

4/15 **T** *The Autobiography of Malcolm X* (finish)

4/17 **R** Recommended: DeMott, "Put on a Happy Face" (**); LC selections *On Great Men & Transforming Leadership*

10. Carlyle, "The Hero as King"

17. Du Bois, "The Talented Tenth"

19. Burns, "Transactional & Transforming Leadership"

20. Cuoto, "The Transformation of Transforming Leadership"

Week 14

4/22 **T** King, *Where Do We Go From Here?* (**); LC selections: *On Great Men & Charismatic Leadership*

16. Gandhi, "Satyagraha"

21. Nadler and Tushman, "Beyond the Charismatic Leader: Leadership & Organizational Change"

33. Manz and Sims, "SuperLeadership: Beyond the Myth of Heroic Leadership"

43. Carson, "Martin Luther King, Jr.: Charismatic Leadership in a Mass Struggle"

4/24 **R** LAST CLASS: *Do the Right Thing*