

Jepson School of Leadership Studies, University of Richmond

LDST 101: Foundations of Leadership Studies

Fall 2007

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Office hours: Thursday 2:15-4 p.m. and by appointment

Course Overview

This course has three aims:

1. To provide an overview of leadership studies as a field and introduce some of the key concepts and methods involved in the study of leadership.
2. To provide an intellectual *foundation* for the academic study of leadership.

Leadership does not take place in a vacuum, and to understand its role it is essential that students of leadership be conversant with fundamental debates regarding the organization of human societies. Key questions we will explore include: What is the nature of human nature? What accounts for the origin and subsequent development of systems of authority in human life, including the emergence of government? Is hierarchy inevitable in social life? Under what circumstances is the delegation of unequal authority to “leaders” morally acceptable (or indeed, necessary)? We will explore those questions via sustained engagement with essential works of leading political and social theorists in the Western tradition. The bulk of the course will be devoted to this task. This term, we will be devoting special attention to a close reading of Plato’s *Republic*.

3. To provide an opportunity for students to consider the role of leadership in addressing a major contemporary public issue. This term, the primary focus will be the leadership challenges presented for human societies by ecological constraints.

Course Requirements

1. Attendance at every class meeting, as well as the showing of the film *Henry V* on Monday Sept. 17 at 7 p.m.
2. Completion of reading prior to class and being prepared to contribute intelligently to class discussion. This is a demanding class with a quite substantial reading load; your enrollment in the class is interpreted as a commitment to do the reading in a timely fashion.
3. Completion of four take-home quizzes (each will involve roughly four double-

spaced pages of writing). The quiz due dates are September 21, October 17, November 2, and November 21 at 5 p.m. each day. Quiz questions will be distributed at the beginning of each of these weeks. (Think of these as short papers if you prefer.)

4. A six to eight minute oral presentation on a leadership topic that relates to the readings from this course in some substantial way. This presentation can be given live to the class or recorded on a DVD for the instructor to watch. You may also construct a multimedia presentation with a voiceover.
5. Attendance at and a two-page write-up describing and analyzing one of the three following leadership-related events sponsored or co-sponsored by the Jepson School. These include the Poverty Simulation on September 4, the Ronald Takaki lecture on multiculturalism on November 14, and the Alice Eagly lecture on women as leaders on December 4.
6. Final comprehensive exam.

Grade Determination

Class Attendance and Participation:	15%
Take-home Quizzes + Speech:	50% (Weighted: your worst quiz will count for 6% of total grade; the rest will count 11% each)
Leadership Event Writeup	5%
Final Exam	30%

Grading Standards

A range grades are given for truly outstanding written work which not only meets the basic requirements of the given assignment but also demonstrates exceptional insight, clarity, and depth of thought.

B range grades are given for good and very good written work which amply meets all the basic requirements of the given assignment and reflects substantial effort and engagement with the material. Such work is well-written, well-organized, shows good understanding of the course material, and avoids major substantive or logical errors. *B is a good grade for any assignment in this course, and B+ is a **very** good grade.*

C range grades are given for work which attempts to fulfill the requirements of the assignment but which falls short in some substantial way, with respect to organization, writing quality, understanding of the material, or argumentative logic.

D and **F** grades are reserved for work which comes nowhere close to fulfilling the requirements of the assignment.

Your class participation grade is based on attendance, attentiveness, evidence of preparation (i.e. doing the readings), making the effort to participate verbally, and quality of such participation. If you attend every class and pay attention to what is going on but never say anything unless called upon your participation grade will be no higher than B-minus/C-plus. However, talking a lot does not necessarily guarantee you a very high participation grade; contributions that advance the class discussion are valued more than quantity of participation. Advancing the class discussion can take several forms, from calling attention to something important in the reading we haven't talked about yet, to answering a question posed by the instructor, to asking a factual or interpretive question of relevance to the discussion, to stating why you think you disagree with another student or the instructor.

Attendance: Please let me know if you need to miss a class for any reason. If you miss more than one class without a valid excuse, it will negatively affect your participation grade. Multiple unexcused absences will have increasingly severe negative consequences. I will not pass any student in the course that misses more than four classes without permission.

Expectations for Student Behavior

Coming on Time: I expect all students to arrive on time for every class and be prepared to sit through class until the end. It's a good idea to arrive to a class a couple of minutes before our scheduled start time to get yourself situated and pull out your notebook and the text we'll be looking at. (Always bring your text to class!) You should also plan to use the bathroom or do whatever else you need to do beforehand to keep the need for in-class interruptions or comings and goings to an absolute minimum. Finally, while we will make every effort to end on time, on occasion it will be in the class's interest to keep the discussion going for another couple of minutes beyond the end of our scheduled class time. Please don't start to leave or pack up to leave until we are done. If you're not paying attention at such moments, you're likely to miss something important.

Laptop use: When you're in class, your primary attention must be on the discussion at hand. It is acceptable in this class to use laptops for the purpose of taking notes. It is not acceptable to use laptops for any other purpose (not even surfing the Internet for critical commentaries on John Locke). Consequently, this course has the following policy: if you plan to use a laptop in class this semester, you must notify me in person or by email of your plans to do so. Further, if you choose this option, you must (until notified otherwise) email me a copy of your class notes immediately after each class so I can validate that you are using your laptop to take good quality class notes. Note that during periods of class time in which we are having back-and-forth discussion, your attention should be on the instructor and other students, not on your laptop, even if you have been using the machine to take notes in an appropriate way at other points during the class period.

Email: I welcome course-related emails at any time. Please follow these simple guidelines: when initiating an email exchange, make the effort to use proper punctuation and write complete sentences. This has three benefits: it helps me understand what you

are saying or asking; it shows me that you have thought about what you are saying; and it establishes a good set of habits. In subsequent replies during a given exchange, shorter, one or two word responses may be acceptable.

I will make every effort to reply to emails within 24 hours (and generally much sooner) during the week. If your question is very high priority and needs an immediate response, use the high priority function in sending your email or attempt to contact me by telephone. Occasionally I may fall behind in responding to email and if more than 48 hours have passed with no response, it is fine with me if you send a follow-up email. Emails sent on the weekends are fine but do not expect an immediate reply.

Also, please know that if your email is purely informational and requires no further action or response by me, I am not very likely to send a reply. Don't be alarmed or offended; this is simply a time-saving tactic on my part. If you want reassurance that I have read a given email of this kind, you can use the read receipt function when sending your email to confirm that I've read your message.

Plan of Study

Required Books Available at the University Bookstore:

N. Machiavelli, *The Prince*

W. Shakespeare, *Henry V*

J. Locke, *Two Treatises of Government and a Letter Concerning Toleration*

Plato, *The Republic*, ed. Reeve. **Getting this edition of *The Republic* is required.**

J. Diamond, *Collapse: How Societies Choose To Fail or Succeed*

Center for Public Integrity, *City Adrift*

All articles and book excerpts (outside of the required texts) will be available on the University Library's e-reserve system, except where otherwise noted.

Tuesday August 28. Introduction

Leadership as a Social Relationship;
The "Basic Model of Good Leadership"

Thursday August 30. Initial Perspectives on Leadership

Robert Hogan and Robert B. Kaiser, "What We Know About Leadership," *Review of General Psychology* (2005), 169-180.

Nannerl O. Keohane, "On Leadership," *Perspectives on Politics* (2005), 705-719.

James McGregor Burns, "Transactional and Transformational Leadership," *TLC*, 101-102.

Tuesday September 4. Leadership Failures, I: New Orleans and Katrina

Selected chapters from *City Adrift* to be announced

Thursday September 6. Leadership Failures, II: The Collapse of Mayan Civilization; Genocide in Rwanda in the 1990s

Jared Diamond, *Collapse*, 1-15; 157-178; 311-328

Tuesday September 11. Machiavelli: The Politics of Keeping Poer

Machiavelli, *The Prince*, 5-14; 54-87

Thursday September 13. Machiavelli Applied, I: The Case of Henry V

Shakespeare, Henry V, Acts I-III

Michael Harvey, "The Play's the Thing: The Drama of Power"

Required screening of "Henry V," Sunday September 16, 7 p.m. Jepson Hall. Pizza will be served at 6:45! This movie is three hours long; plan accordingly.

Tuesday September 18. War, Leadership, Moral Ambiguity: The Case of Henry V

William Shakespeare, *Henry V*, Acts IV-V

Nicolas Warner, "Screening Leadership Through Shakespeare: Paradoxes of Leader-Follower Relations in *Henry V* on film," *Leadership Quarterly*, February 2007

Thursday September 20. Plato, I

Plato, *The Republic*, Book I; Start of Book II

QUIZ #1 Due Friday September 21 at 5 p.m.

Tuesday September 25. Plato, II

Plato, *The Republic*, Book II and Book III

Thursday September 27. Plato, III

Plato, *The Republic*, Book IV and Book V

Tuesday October 2. The Utopian Aspiration, I

Thomas More, *Utopia*, Part I

Thursday October 4. The Utopian Aspiration, II

More, *Utopia*, Part II

Tuesday October 9. Plato, IV

Plato, *The Republic*, Books VI and VII

Thursday October 11. Plato, V

Plato, *The Republic*, Book VIII

Thursday October 16. Plato, VI

Plato, *The Republic*, Book IX and Book X

QUIZ #2 Due Friday October 17 at 5 p.m.

Tuesday October 23. Locke and Contract Theory

John Locke, *Second Treatise on Government*, Chapters 1-9

Thursday October 25. Locke on Accountability, Revolution, and Toleration

Locke, *Second Treatise on Government*, Chapters 10-19

Locke, *Letter Concerning Toleration* (excerpt)

Tuesday October 30. Case Study: Thaksin Shinawatra and the Politics of Modern Thailand

McCargo and Panand, *The Thaksinization of Thailand*, excerpt

Thaksin Shinawatra, Speech on the War on Drugs

Human Rights Watch report on human rights in Thailand, excerpt

Thad Williamson, "Thaksin, Political Ethics, and the Soul of Modern Football," excerpt

Thursday November 1. Guest Speakers

Speech fellow Daryl Agran will present the first 15 minutes; Katybeth Dreisbach from the Career Development Center will then talk about leadership studies-related careers the rest of the class.

QUIZ #3 Due Friday November 2 at 5 p.m.

Tuesday November 6. The Political Theory of the American Constitution

The Constitution of the United States (including Amendments)

The Federalist Papers, #10 and #51

Tocqueville, *Democracy in America*, Vol.1, Chapters 3, 4, and excerpts from 5 and 9 (pp. 50-70, 87-98, 301-310)

Thursday November 8. Guest Speakers

9:45: Dr. Richard Morrill, past president of the University of Richmond, will speak on leadership in higher education. Excerpts from his new book *Strategic Leadership* will be assigned to this section.

11:15. Dr. Woody Holton, Department of History, will discuss his new book on the American Founding, *Unruly Americans*. Excerpts from the book will be assigned to this section.

You are expected to attend your own class section, but also invited to attend the other class section as well if you are able.

Tuesday November 13. Citizen Leaders: The Example of Ella Baker

Richard A. Cuoto, "Defining a Citizen Leader," *The Leader's Companion*, 11-17.
Barbara Ransby, *Ella Baker and the Black Freedom Movement*, 1-7, 170-207.

Thursday November 15. War and Leadership, I: The Case of Iraq

Paul Rieckhoff, *Ghost Wars: Failures and Facades in Iraq: A Soldier's Perspective*.
Chapters 1-13
Peter Berkowitz, "The Case for War in Iraq" (op-ed, *Stanford Daily*, April 2004)

Note: Jepson Leader-in-Residence Leo Thorsness, a decorated veteran of the Vietnam War, will join us at the 9:45 section to share his perspective on war and leadership and participate in our discussion of the Rieckhoff book.

Tuesday November 20. War and Leadership, II: The Case of Iraq

Paul Rieckhoff, *Ghost Wars*. Chapters 14-27
Julia Sweig, "Why They Hate Us" (op-ed, August 2006)

QUIZ #4 Due Wednesday November 21 at 5 p.m.

Tuesday November 27. Montana; Rise of the Vikings

Diamond, *Collapse*, 27-75; 178-210

Thursday November 29. The Failure of the Vikings; the Success of the Japanese

Diamond, *Collapse*, 211-309

Note: In-class student speeches will be scheduled for Thursday Nov. 29 and Tuesday December 4

Tuesday December 4. Haiti, the Dominican Republic, China

Diamond, *Collapse*, 329-378

Thursday December 6. Evaluating Success and Failure; The Contemporary Challenge

Diamond, *Collapse*, 419-441; 486-525

QUIZ #5 Due Friday December 7 at 5 p.m.

Exam Review Session To Be Announced

Final Exam Time: December 17 , 7 p.m. (9:45 section) and December 18, 9 a.m. (11:15 section). Students in the 11:15 section may take the exam on December 17; please notify me ahead of time if you wish to do so.