

Foundations of Leadership Studies
LDST 101
Section 7

Fall 2008
Course Syllabus

Instructor: Dr. Douglas A. Hicks
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Office hours: Tuesday, 2:00 – 3:00 p.m. in Jepson 134
Thursday, 2:00 – 3:00 p.m. in Jepson 134
and by appointment

Class meeting time Tuesdays & Thursdays 3:45 – 5:00, Jepson Hall 102
and location

Introduction

This course is designed to engage students in essential intellectual questions relating to the study and practice of leadership. These questions include the following: What is leadership? What is *good* leadership? How do persons become effective leaders and/or effective followers? What insights into leadership do some of the great minds in western traditions provide? How do factors of race, gender, education, and class relate to leadership? How do coordinated efforts best effect social change?

The various components of the course are intended to challenge students to think critically and imaginatively about the foundations of leadership. This course is a shared intellectual enterprise between the students and the instructor. It is the aim of this course (and other Jepson School courses) to move beyond the traditional classroom learning environment and to weave a semester-long focus on a case study, actual leadership problems and scenarios, interaction with leaders, community-based learning through site visits, and critical reflection on the course texts.

This course serves as an introduction to the curriculum of the Jepson School of Leadership Studies; it will provide students with basic vocabulary, concepts, and approaches that can serve as a foundation for a major or minor in Leadership Studies. The instructor will be pleased to discuss the Jepson School program with any student interested in integrating Leadership Studies into her or his academic program.

Course Objectives

This course seeks to enable students to:

- * develop a broad and sophisticated understanding of the process of leadership
- * acquire knowledge of various approaches to leadership, especially in great texts from Western political and philosophical traditions;
- * apply these theories, concepts, and approaches to leadership situations in their own lives and in current events;
- * become familiar with the multidisciplinary approaches to leadership;
- * develop critical thinking skills.

Texts/Materials

The textbook for the course is:

J. Thomas Wren, Douglas A. Hicks, and Terry L. Price, editors, *Traditional Classics on Leadership*, Vol. I of *The International Library of Leadership* (Cheltenham, UK and Northampton, MA, USA: Edward Elgar Publishing, 2004).

In addition, several readings, as indicated below, are assigned as *required* texts for the course. Copies of these selections are on online reserve. The mid-term and final examinations will cover the readings on reserve as well as those found in the textbook—in addition to material covered in class.

Leadership, Newspapers, and Contemporary Society

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. Students can receive educational discounts on *The New York Times*, *The Washington Post*, or *The Richmond Times-Dispatch*, or they can be accessed online at www.nytimes.com, www.washingtonpost.com, or www.timesdispatch.com. 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 and in the Bonner Center for Civic Engagement. On Thursdays, two students will be asked to present a recent newspaper article, analyzing connections to the readings of the course, the story's implications for leadership, and/or the insights that leadership studies offers into the story.

Course Requirements

Class Participation and Contribution

The first mark of a successful course is the active participation of each member of the class. Students are expected to attend—and arrive promptly for—all class meetings and to engage fully in the discussions and activities. The emphasis is on quality, not quantity, of participation. Cell phones, PDAs, etc., must be turned to “all sounds off” mode. Students are permitted to use their laptops to take notes, but

they are not permitted to use any electronic device for texting, sending IM, emailing, websurfing, etc. The course includes one required event outside of class time in addition to two field trips—to the Robert Russa Moton Museum in Farmville and the Virginia Civil Rights Memorial on Capitol Square, to be arranged—that should be partially contained within class time. *Students are allowed one unexcused absence and then will be penalized by three percentage points from their final grade for each additional absence.*

Reading Assignments

The classroom discussions and activities depend upon the timely completion of the assigned readings, both those found in the books assigned for the course and the selections placed on online reserve. Coming to each session prepared for discussion of the texts of the day is a necessary condition for individual and group learning; thorough preparation will also result in a strong evaluation of class participation. Further, reading with care will enable successful examinations, essays, and other work.

Individual Writing Assignments

Each student will write two essays of approximately four pages (due **September 30** and **November 13**) that analyze particular dimensions of leadership. Detailed instructions will be distributed sufficiently prior to each due date.

Examinations

There will be two examinations in this course: a mid-term (**October 16** in class) and a final (**Monday, December 8, 9:00 a.m. – noon**, as assigned by the Registrar, as listed below). The written exams will cover material from the assigned readings and the in-class discussions.

Evaluation

Grades will be determined as follows:

Class Participation and Contribution	15%
Individual Writing Assignments (20% + 20%)	40%
Examinations (20% [midterm] + 25% [final])	45%

The deadlines for assignments are designed to create a framework in which students are treated fairly and equally and in which they are able to complete all assignments during the course of the semester. Requests for extensions will be granted only under dire circumstances. Individual writing assignments and group proposals will be penalized by one full letter grade for each day they are late. Group presentations must be made during the assigned class time. Unexcused absences from examinations may not be made up. Please note that any difficulties or problems should be brought to the instructor's attention as soon as possible—and before the deadline or scheduled exam.

The Jepson School supports and adheres to the provisions of the Honor System as sanctioned by the School of Arts and Sciences. Every piece of written work in this course must include the Honor Pledge with 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."**

Topics and Assignments (Subject to change as the course progresses)

Note: Readings listed with "TCL" are included in *Traditional Classics on Leadership*; the chapter number is also listed.

I. Authority: Sources and Legitimacy

Tuesday, August 26: Introduction to Course

Thursday, August 28: Sources of Authority

Read syllabus in its entirety

John Calvin, *Institutes of the Christian Religion*, TCL #15

The Levellers, "An Agreement of the People," TCL #17

Tuesday, September 2: Social Contract: Hobbes

Thomas Hobbes, *Leviathan*, TCL #18

Thursday, September 4: Social Contract: Locke

John Locke, *Second Treatise of Civil Government*, TCL #19

*****Required Event: Saturday, September 6, 9:45 a.m. – 2:00 p.m. UniverCity Day, tour and introduction to the City of Richmond.** Details to follow in class.

II. Moral Purposes of Leadership

Tuesday, September 9: Justice

Plato, *The Republic* (336b-347e), TCL #1

Thursday, September 11: The Good Life

Aristotle, *Politics*, TCL #2

Tuesday, September 16: Freedom

Immanuel Kant, "What is Enlightenment?" TCL #4

Thursday, September 18: Common Good

James Madison, *The Federalist*, Number X, TCL #5

III: Case Study: Moton High School & Many Approaches to Leadership

Tuesday, September 23: Barbara Johns and Oliver Hill
Bob Smith, *They Closed Their Schools*, selections [on reserve]
Oliver Hill, *The Big Bang*, selections [on reserve]

Thursday, September 25: White Liberals, Moderates, and Segregationists
Amy E. Murrell, “The ‘Impossible’ Prince Edward Case” [on reserve]

Tuesday, September 30: Walkouts and Legal Motions
Paper I Due at Beginning of Class; Readings TBA

Thursday, October 2: Catch-Up Day
Readings TBA

IV: The Leader

Tuesday, October 7: Plato’s Philosopher King
Plato, *The Republic* (471c-474b), TCL #7

Thursday, October 9: Machiavelli’s Prince
Niccolo Machiavelli, *The Prince*, TCL #9

[Tuesday, October 14—Fall Break]

Thursday, October 16: **Midterm Examination to Be Written in Class**

V. The Follower

Tuesday, October 21: The Capacities of Followers
Machiavelli, *Discourses on Livy*, TCL #21

Thursday, October 23: Leaders and Followers in Dialectical Relationship
G. W. F. Hegel, *Phenomenology of Mind*, TCL #22

VI. Gender and Leadership

Tuesday, October 28: Gender Roles
Christine de Pizan, *The Book of Three Virtues*, TCL #12
Virginia Woolf, *A Room of One’s Own*, TCL #13

Thursday, October 30: Gender Rights
Mary Wollstonecraft, *A Vindication of the Rights of Woman*, TCL #23

Elizabeth Cady Stanton, *Address to the American Equal Rights Association*, TCL #24

VII. Democracy

Tuesday, November 4 (Election Day): Elections and the Consent of the Governed

Jean-Jacques Rousseau, *On the Social Contract*, Book I, TCL #3

Jean-Jacques Rousseau, *On the Social Contract*, Book IV, chapters 1-7 [on reserve]

Thursday, November 6: Democracy and Education

John Dewey, *Democracy and Education*, TCL #26

VIII: Social Change

Tuesday, November 11: Social Reform I

Adam Smith, *The Theory of Moral Sentiments*, TCL #10

Thursday, November 13: Catch-Up Day

Paper II Due at the beginning of class

Readings TBA

Tuesday, November 18: Social Reform II

Ralph Waldo Emerson, "Man the Reformer," TCL #25

Thursday, November 20: Radical Appeals

Karl Marx and Frederick Engels, *Manifesto of the Communist Party*, TCL #28

David Walker, *David Walker's Appeal*, TCL #29

Tuesday, November 25: Civil Disobedience

Henry David Thoreau, "Civil Disobedience," TCL #30

[Thursday, November 27: Thanksgiving Day]

Tuesday, December 2: Elitism and Mass Struggle

W. E. B. Du Bois, *The Souls of Black Folk*, TCL #31

Clayborne Carson, "MLK, Jr.: Charismatic Leadership in a Mass Struggle" [on reserve]

Thursday, December 4: Wrap-up, Summary, and Concluding Discussion

Readings TBA

FINAL EXAMINATION

Monday, December 8, 9:00 a.m - noon