

**LDST 101 (sections 5 & 6)**  
**Foundations of Leadership Studies**  
Jepson School of Leadership  
Spring 2009

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**Course Description:**

While there is no single definition of the phenomenon we call leadership, nor a single approach to its study, for the purposes of this class we are going to study leadership as a process of influencing a group to achieve common goals. That definition, however, begs a number of important questions including: Who does the influencing? How and to what end(s)? Is the leader the person who is clearly in charge, in a position of “assigned” power? Or can a leader “emerge” from the group itself? Are the members of the group simply “followers” or are they active participants in the leadership process? What, in other words, is the relationship between the leader and the group members? And what makes someone a “good” leader? Is it someone who can persuade a group to accomplish certain goals, any goals? Or does leadership have a specific moral purpose? And how does context affect the nature of the leadership process?

The leadership process can be studied in a number of contexts including business, politics, and general group activities. This class will focus on the question of leadership in the context of political societies, particularly those that consider themselves or strive to be democratic. We will thus consider the questions above in light of different understandings of the ends or goals of political society, of the rights and responsibilities of citizens, of our nature as human beings, and of the purpose and scope of government. Classic works in the history of Western political thought will serve as the primary basis for this inquiry.

**Required Reading:**

Plato, *Trial and Death of Socrates*  
Wren, *The Leader's Companion* (LC)  
Machiavelli, *The Prince*  
Locke, *Second Treatise*  
Tocqueville, *Democracy in America*  
Readings on e-reserve (R), Handouts (H), Web Documents (URL)

### Course Objectives:

1. To introduce students to some of the key concepts and texts in the field of leadership studies;
2. To introduce students to the relationship between political theory and leadership studies;
3. To improve students' critical thinking and reading skills.

### Course Requirements:

Class Participation	10%
Short Paper	15%
Exam #1	20%
Exam #2	20%
Final Exam	35%

#### 1. Class Participation: 10%

This class will combine lecture with seminar style discussion and group activities. In order for the class to work, your attendance, participation, and preparedness is required. Please be sure to have done the readings for the day assigned and bring those readings with you to class.

Periodically, I will post reading questions on Blackboard to help guide your reading of the texts. Please familiarize yourself with Blackboard sooner rather than later and keep in mind that participation grades will be based on the *quality* of contributions made to discussion not simply quantity or attendance. See final page for grading standards.

#### Short Paper: 15%

This short paper (3-5 pages) will ask you to consider the nature of ethical leadership. **Due on 3/6 by 5pm.**

#### Exam #1: 20%

This in-class exam will likely consist of three sections: matching, short answers, and an essay question. **Date of Exam: 2/19**

#### Exam #2: 20%

This in-class exam will likely consist of three sections: matching, short answers, and an essay question. **Date of Exam: 4/7**

#### Final Exam: 35%

This in-class exam will be cumulative, though an emphasis will be placed on readings covered after the midterm. This exam will include some short answers and two essay questions. **Date of Exam: 4/29**

### **Classroom Policies:**

**Exams:** Exam and paper make-ups will be given at the discretion of the instructor and will incur a 1/3 grade deduction penalty except in cases of medical or family emergency.

**Creating a Respectful Classroom:** In order to facilitate the learning process and to give due respect to all members of the classroom community, please adhere to the following policies:

1. *Cell Phones:* Turn off all cell phones before entering the class. By off, I mean completely off, not simply on silent or vibrate. Cell phones may be confiscated if they make noise that is distracting to others or if you text message during class;
2. *Laptops:* You may use laptops for taking notes ONLY. Use of laptops should not inhibit your ability to engage in classroom discussion. If, for some reason, I find that laptop use is distracting, I will ask you to discontinue their use.
3. *Tardiness:* If you must be late to class, please make a subtle entrance. Repeated tardiness will have a negative impact on your participation grade;
4. *Leaving Class While In Session:* Please do not get up in the middle of class unless it is an ABSOLUTE EMERGENCY. Repeated disruptions will be acknowledged and will affect your participation grade;
5. *Classroom Discussion:* Debate and disagreement is expected and encouraged, but incivility and disrespect will not be tolerated.

**Email:** The best way to reach me if you have a question is, of course, to come to my office hours or to make an appointment to see me. The next best thing to do is send an email to [kzivi@richmond.edu](mailto:kzivi@richmond.edu). Just keep in mind the following: I respond to email only periodically during business hours (approximately 9am - 5pm); I will do my best to respond within a day or two, though an immediate response is unlikely; I do not respond to email during the weekends except under special circumstances; and if you haven't heard from me within a couple of days you're welcome to email me again (email does sometimes get lost). If your email is purely informational, I am likely not to reply. Please don't be offended by this. It is simply a time-saving measure.

## Class Schedule

### **I. What is Leadership? What is the Study of Leadership?**

- 1/13 Introduction to the Course
- 1/15 “The Apology” in *The Trial and Death of Socrates*
- 1/20 “What Leaders Really Do” (LC, ch. 22)  
“Leadership: Do Traits Matter?” (LC, ch. 24)  
“SuperLeadership: Beyond the Myth of Heroic Leadership” (LC, ch. 33)  
“Servant Leadership,” (LC, ch. 4)  
“Transactional and Transformational Leadership” (LC, ch. 19)  
“Beyond the Charismatic Leader,” (LC, ch. 21)
- 1/22 “The Crito” in *The Trial and Death of Socrates*

### **II. The One or the Many: Who Should Rule and Why?**

- 1/27-1/29 Plato, *The Republic* Book 3 (R)
- 2/3 Hobbes, *Leviathan*, selections (R)
- 2/5 Locke, *Second Treatise*, Chapters 1-5
- 2/10-2/12 Locke, *Second Treatise*, Chapters 6-14
- 2/17 Catch up/ Review
- 2/19 **Exam #1**

### **III. Ethical Leadership: What Can or Should Leaders Do?**

- 2/24 Machiavelli’s *The Prince*, Chapters 1-11
- 2/26 Machiavelli’s *The Prince*, Chapters 12-26
- 3/3-3/5 “What is Leadership” (LC, ch. 8)  
“Moral Leadership” (LC, ch. 61)  
*Alive*
- 3/6 **Paper #1 Due**

**3/10-3/12      SPRING BREAK**

**IV. Citizen Leadership: What if You Don't Like What the Leaders are Doing?**

**3/17**                    “Leaders and Followers are People in Relationships” (LC, ch. 30)  
“Defining a Citizen Leader,” (LC, ch. 3)  
“The Making of a Citizen Leader” (LC, ch. 42)  
“Leadership and Democracy” (LC, ch. 41)

**3/19**                    Locke, *Second Treatise*, ch. 19

**3/24-3/26**            Tocqueville, *Democracy in America*  
V.1, Part 1: Authors Introduction, Chs. 3, 4, 5 (66-70)  
V. 1, Part 2: Chs. 6-7  
V. 2, Part 2, Chs 1-2

**3/31-4/2**            Tocqueville, *Democracy in America*  
V.1, Part 2: Chs. 3-4, Ch. 5 (pp. 196-202, 218-231); 8-9  
V.2, Part 2: Chs. 4-5, 7-8

**4/7**                    **Exam #2**

**4/9**                    *Iron Jawed Angels*  
Readings on Women's Rights (tba)

**4/14-16**            King, “Letter from Birmingham Jail” (R)  
“Martin Luther King, Jr.” (LC, ch. 43)

**4/21**                    Malcolm X, “Ballot or Bullet” (R)  
Additional readings (tba)

**4/23**                    Wrap Up and Review

**FINAL EXAMS**

**4/29**                    9-12pm (2:15 class)  
2-5pm (3:45 class)

## **Grading Standards for Class Participation**

“A” for class participation is awarded when students regularly initiate discussion. This means coming to class thoroughly familiar with the assigned reading and, therefore, prepared to raise questions, to open discussion, to identify topics of interest in the reading, and actively engage other students in the discussion. (This does not mean monopolizing a discussion, or shutting others out, or talking for its own sake rather than to make a point about the topic).

“B” for class participation is awarded to students who participate regularly and productively in class discussion, who are prepared, and who are willing to engage. B discussants differ from A students in that the latter are self-starters who do not rely on the instructor's questions to set the agenda for discussion.

“C” for class participation is given to those who contribute infrequently to the discussion and whose contributions do not appear to arise from thoughtful consideration of the assignments.

“F” for non-participation in class discussion. Of course, participation is impossible if you don't attend class. Frequent absences mandate F grades.