

Rousseau) as well as works by more contemporary authors in a variety of disciplines (Burns, Kellerman). 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:

- * acquire and develop a broad and sophisticated understanding of leadership through exposure to various theories, definitions, and concepts;
- * apply these theories, definitions, and concepts 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 books for the course are:

Barbara Kellerman, *Bad Leadership* (Cambridge, MA: Harvard Business School Press, 2004).

Jean-Jacques Rousseau, *On the Social Contract*, (Mineola, NY: Dover Publications, 2003 [1762])

J. Thomas Wren, editor, *The Leader's Companion: Insights on Leadership Through the Ages* (New York: Free Press, 1995).

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 course books.

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 Center for Civic Engagement. On Thursdays, students from each of two groups will be asked to present a recent newspaper article, analyzing the 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. *Each unexcused absence beyond two absences will be penalized by three points off the student's final grade.*

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 group work.

Individual Writing Assignments

Each student will write two essays of approximately four pages (due February 17 and April 5) that analyze particular dimensions of leadership. Specific instructions for these essays will be distributed sufficiently prior to the due date.

Examinations

There will be two examinations in this course: a mid-term (March 3 in class) and a final (during the date and time 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% + 25%)	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)

January 11: Introduction to Course

January 13: The Crisis of Leadership

Read syllabus in its entirety

Kellerman, *Bad Leadership*, xiii-xvi and chapters 1-3

January 18: The Experiment in Religious Freedom

Jefferson, *Virginia Statute for Religious Freedom* (on reserve)

Madison, *Memorial and Remonstrance* (on reserve)

*****Required event: First Freedom panel, 9:00 – 10:30 a.m., Wednesday, January 19, Jepson 120, “The Rights and Responsibilities of Religious Freedom: Views from the Front Lines”**

January 20: The Enduring Debate over Religious Freedom

Readings on Chesterfield County, VA, public prayers, and religious diversity to be distributed in class

January 25: The Social Contract

Rousseau, *On the Social Contract*, book I, all

January 27: Law, Legitimacy, and Sovereignty

Rousseau, *On the Social Contract*, book II, all

February 1: Government I

Rousseau, *On the Social Contract*, book III, chapters 1-11

February 3: Government II

Rousseau, *On the Social Contract*, book III, chapters 12-18

February 8: Elections and the Consent of the Governed
Rousseau, *On the Social Contract*, book IV, chapters 1-7

February 10: Civil Religion and Public Leadership
Rousseau, *On the Social Contract*, book IV, chapters 8-9

February 15: Contemporary Leadership Theory
Chemers, "Contemporary Leadership Theory," in *TLC*, reading 18

February 17: What is Leadership?

Paper I Due at the Beginning of Class

Hughes, Ginnett, & Curphy, "What is Leadership?" in *TLC*, reading 8

February 22: The Case of the Charismatic Leader

Weber, "Charismatic Authority" (on reserve)

Carson, "MLK, Jr.: Charismatic Leadership in a Mass Struggle," in *TLC*, reading 43

February 24: Guest Speaker: Dr. Scott Cormode (The George Butler Associate
Professor & Assistant Dean, Claremont School of Theology)

Readings TBA

March 1: Transactional and Transforming Leadership

Burns, "Transactional and Transforming Leadership," in *TLC*, reading 19

Couto, "The Transformation of Transforming Leadership," in *TLC*, reading 20

March 3: Midterm Examination to be Written in Class

[Spring Break, March 7 - 11]

March 15: The Traits of Leaders

Plato, *The Republic*, selection (on reserve)

Kirkpatrick and Locke, in *TLC*, reading 24

March 17: The Behavior of Leaders

Machiavelli, *The Prince*, chapters, XV-XIX (on reserve)

Hersey and Blanchard, "Behavioral Theories of Leadership," in *TLC*, reading 25

March 22: Leaders and Followers I

Machiavelli, *Discourses on Livy*, book II, chapters VIII-XI (on reserve)

Hegel, *Phenomenology of Mind*, selections (on reserve)

March 24: Leaders and Followers II

Kelly, "In Praise of Followers," in *TLC*, reading 31

Hersey and Blanchard, "Situational Leadership," in *TLC*, reading 32

March 29: Authority and Legitimacy

Hobbes, *Leviathan*, chapters XIII, XIV, XVII (on reserve)

Locke, *Two Treatises of Government*, book II, chapters VIII-XI (on reserve)

March 31: Conceptions of Power

Foucault, "Panopticism" (on reserve)

Ginnett & Curphy, "Power, Influence, and Influence Tactics," in *TLC*, reading 45

April 5: Challenges to Authority

Paper II Due at the Beginning of Class

Thoreau, "Civil Disobedience" (on reserve)

April 7: Race and Leadership

Du Bois, *The Souls of Black Folk*, chapter VI (on reserve)

April 9 Build It '05 Volunteer Service in Edgelawn Neighborhood

April 12: Bad Leadership I

Kellerman, *Bad Leadership*, chapters 4-7

April 14: Bad Leadership II

Kellerman, *Bad Leadership*, chapters 8-10

April 19: Good Leadership

Kellerman, *Bad Leadership*, chapters 11-12

Ciulla, "Messages from the Environment," in *TLC*, reading 63

April 21: Wrap-up, Summary, and Concluding Discussion

Readings TBA

FINAL EXAMINATION

Section 4 (TR 11:15 a.m. - 12:30 p.m.): Tuesday, April 26, 2:00-5:00 p.m.

Section 7 (TR 12:45 - 2:00 p.m.): Saturday, April 30, 2:00-5:00 p.m.