

LDST 101
Foundations of Leadership Studies

Dean Kenneth P. Ruscio
Spring Term 2006

Course Location: Jepson Hall 240
Class Meeting Time: 9:45-11:00 a.m.

Office: Jepson Dean's Office

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Appointments may also be made with Ms. Sue Murphy smurphy@richmond.edu

Course Synopsis

This course is the beginning point for the examination of the issues and concepts involved in the study of leadership. It addresses the *foundations* of leadership studies, and is not an *introductory survey* of existing literature on leadership studies. Our efforts this term will involve the careful reading of several classic texts that touch upon the problems and possibilities of leadership as a manifestation of – and response to – the problems and prospects of the human condition. The readings and class discussions will focus on a series of central questions designed to isolate the basic premises of leadership, which will in turn enable us to apply our new-found understanding to contemporary leadership issues and challenges. Completion of this course should also lay an appropriate “foundation” for further work in the field of leadership studies.

Texts

Niccolo Machiavelli, *The Prince*, trans. and intro. By Harvey C. Mansfield, Jr. (Chicago: University of Chicago Press, 1513/1986)

Madison, James, Alexander Hamilton and John Jay, *The Federalist Papers* (New York, N.Y.: The Penguin Press, 1788/1987)

Melville, Herman. *Billy Budd and Other Stories* (New York, N.Y.: The Penguin Press, 1986)

Wren, J.Thomas, Douglas A. Hicks, and Terry L. Price. *Traditional Classics on Leadership*, Volume 1 of The International Library of Leadership (Northampton, Ma.: Edward Elgar Press, 2006)

Optional: James M. McPherson. *Hallowed Ground* (New York, N.Y.: Crown Publishers, 2003)

Class Format

Think of this course as a series of informed and critical conversations—conversations with each other during our time together in class, conversations with each other outside of class, and conversations (of a different sort) with the authors of our readings. The Jepson School’s mission is to teach students *about* leadership as a preparation *for* leadership. This course emphasizes the “about.” You should examine critically the ideas and concepts of leadership as they have revealed themselves over time in different historical contexts. At the same time, you should develop the capacity to imagine yourself in these different settings, grappling with the challenges of leadership, and forming your own insight into leadership as you prepare *for* the duties and obligations that will burden you as you lead in your own time and place.

In addition to some of the usual course assignments and readings, we will take advantage of some of the other opportunities available this semester to help us learn about leadership—speakers on campus, films, and a field trip to the Gettysburg battlefield. Class attendance is required. You do not get points for showing up. You lose them if you don’t.

Class Schedule and Assignments

January

17. Introductions

19. The Basic Dilemma

Chapter One: “The Fall” in Taubman, William. *Khrushchev: The Man and His Era* (New York, N.Y.: W.W. Norton and Company, 2003)

“Conclusion: Is Good Politics Bad Leadership?” in Ruscio, Kenneth P., *The Leadership Dilemma in Modern Democracy* (Northampton, Ma: Edward Elgar, 2004)

24. The Basic Questions

Hogan, Robert and Robert B. Kaiser, “What We Know About Leadership,” *Review of General Psychology*, Vol. 9, No. 2 (2005): 169-180

Keohane, Nannerl O., “On Leadership,” *Perspectives on Politics*, Vol. 3, No. 4 (2005): 705-722

[25. Michael Sandel, Harvard University, Guest Speaker, Jepson Forum]

26. No Class Meeting

[27. John Bolton, U.S. Ambassador to the United Nations, Guest Speaker, Jepson School]

[30. Assignment # 1 Due, 4:30 p.m.]

31. Is Leadership a Moral Concept?

Plato, pp. 3-14 in *Traditional Classics*

Plato, pp. 57-75 in *Traditional Classics*

Aristotle, pp. 14-33 in *Traditional Classics*

February

2. The Moral Foundations, continued.

Kant, pp. 35-41 in *Traditional Classics*

Smith, pp. 97-103 in *Traditional Classics*

7. Power and Virtue

Machiavelli, *The Prince* (pages to be assigned)

9. Power and Virtue, continued.

Machiavelli, *The Prince* (pages to be assigned)

14. The Problem of “Dirty Hands”

Walzer, Michael, “Political Action: The Problem of Dirty Hands,” *Philosophy and Public Affairs*, Vol. 2, No. 2 (1973): 160-180

Krauthammer, Charles, “The Truth about Torture: It’s Time to be Honest about Doing Terrible Things,” *The Weekly Standard*, Vol. 11, Issue 12 (December 5, 2005)

Sullivan, Andrew, “The Abolition of Torture: Saving the United States from a Totalitarian Future,” *The New Republic* (December 19, 2005):19-23

[15. Individual Meetings, optional]

16. No Class Meeting, Assignment #2, due at 4:30 p.m.

21. Accountability and Legitimacy

Hobbes, pp. 174-187 in *Traditional Classics*

23. Accountability and Legitimacy, continued

Locke, pp. 187-204 in *Traditional Classics*

28. Justice, Procedural and Substantive

Melville, Herman. *Billy Budd*
[Assignment #3, due in class.]

March

2. Mid-Term Exam

14. Leadership, Democracy, and Power: The American View

The Federalist Papers: # 1, 3, 64, 65

16: No Class Meeting

21. The American View, continued

The Federalist Papers, #10, 15, 35, 36, 40, 70, 71, 72

23. The American View, continued

The Federalist Papers, #50, 51, 55, 57, 63, 78
[Jean Bethke Elshtain, University of Chicago, Jepson Forum Speaker]

28. Does Defining Citizenship help us Define Leadership?

Machiavelli, pp. 219-223 in *Traditional Classics*
Wollstonecraft, pp. 230-244 in *Traditional Classics*
Dewey, pp. 263-278 in *Traditional Classics*

[30. Tentative Class Speaker: Col. Leo Thorsness]

[30-31: Gettysburg Field Trip]

April

4. Moral Constituency: How Far Does a Leader's Responsibility Reach?

Burke, Edmund: *Letter to My Constituents*
Jefferson: "The Earth Belongs to the Living." *Letter to James Madison*
Madison, *Letter to Jefferson*

6. Are Compassion, Care, and Sympathy Concepts of Leadership?

Smith, Adam. Selection from the *Theory of Moral Sentiments* (to be assigned)
 De Pizan, Christine, pp. 108-113 in *Traditional Classics*
 McCoy, Bowen, "The Parable of the Sadhu," *Harvard Business Review*, Vol. 61,
 No. 5 (1983): 103-108

11. Are Challenges to Authority and Leadership Examples of Leadership?

King, *Letter from a Birmingham Jail*
 Thoreau, pp. 310-325 in *Traditional Classics*
 Branch, Taylor, "Nonviolent Leadership, the Essence of Democracy," The
 Second Annual Burns Lecture in Leadership and Biography, Delivered at the
 Jepson School of Leadership Studies, November 14, 2005

13. Film: The Cuban Missile Crisis (tentative)

[Assignment #4 Due in Class]

18. Decision-Making

Reading to be assigned

20. Decision-Making, continued

In-Class Workshop

25. What do we know about leadership, revisited

Review of Keohane and Hogan/Kaiser articles.

27. Discussion of Final Exam.

Assignments

1. Compare and contrast the implicit leadership themes in the guest lectures by Michael Sandel and John Bolton. Due Monday, January 30, 4:30 p.m. Write a three-page commentary on the talks given by these two prominent individuals. Identify and critique the implicit views of leadership in the two talks. Highlight some issues or concepts that you would like to clarify as we proceed through the term. [5% of your final grade.]
2. Critique Michael Walzer's argument in his article on the "problem of dirty hands." Is he arguing, in effect, that you can't grow grass without dirt? If so, is that a problem for leadership? And is his "solution" one that convinces you? We will discuss the recent debate on torturing terrorists as a possible example of the problem he cites. In your paper, you should use some examples of how the problem of dirty hands reveals itself, but often the examples are less dramatic, and you should feel free to introduce others as well. This essay, which should be approximately seven pages (no more than eight, no fewer than six) is due Thursday, February 16, at 4:30 p.m. [20%]
3. How should the case of Billy Budd have been handled? Was the outcome just, and on what grounds? Identify the leadership dilemma faced by Captain Vere, and discuss how he acted either unjustly or justly, responsibly or irresponsibly. This short paper (three pages) will be used as the basis for our class discussion on February 28, and is due in class. [5%]
4. Mid-term Exam. March 2. Essay and short answer. [25%]
5. In the second half of the semester, we will identify several questions about leadership. You should take either one of those or one that you formulate yourself (with my approval) and write an essay that explores the dimensions of the leadership problem. The paper should be about seven pages, and although it is not a research paper, you will likely have to go beyond the readings on the course syllabus. We will discuss this assignment in class in greater detail. It is due April 13 in class. [20%]
6. Final Exam. Essay and (possibly) short answer. It will be cumulative for the entire term, with an emphasis on the second half of the term. [25%]