

**LDST 101 FOUNDATIONS OF LEADERSHIP STUDIES
SPRING 2006 - COURSE SYLLABUS**

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Office hours: Monday, Wednesday, 12:00 p.m. – 2:00 p.m. and by appointment

Class meeting time and location: *Section 01* Monday, Wednesday, Friday 8:15 a.m. – 9:05 a.m.
Jepson Hall, Room 102
Section 07 Monday, Wednesday, Friday 10:25 a.m. – 11:15 a.m.
Jepson Hall, Room 107

INTRODUCTION

Studying leadership is a journey into self-discovery. It requires you to examine beliefs and values, to suspend judgment in order to become a critical thinker, and to move into new and uncharted territory. This course is designed as a beginning point for the examination of the issues and concepts involved in the study of leadership by focusing on the nature and the character of leadership itself. This readings and class discussions will address several basic questions such as what is leadership and its elements? How does context affect the nature of leadership? How do persons become effective leaders and/or effective followers? What is the moral purposes of leadership? What are the historical references for our contemporary leadership theories and ideas?

COURSE LEARNING PLAN

Course Learning Objectives - The essential, overarching learning objectives of this course are the following:

1. The student should become comfortable with the concept of leadership and why it is studied.
2. The student should recognize the various “elements” of leadership.
3. The student should know something about the process of leadership.
4. The student should be aware of the historical writings pertaining to leadership.
7. The student should have an enhanced understanding of the concepts and practices involved in leadership in a pluralistic society.
8. The student should be familiar with the kinds of questions asked by scholars who engage in leadership studies.
9. The student should have enhanced powers of critical analysis and increased capabilities of oral and written communication.

COURSE IN ACTION

This course seeks to **actively engage you** in the class, to challenge you to challenge yourself, your peers...and your instructor. In short, this is not a course for the passive or for those who want the teacher to provide all the answers.

Employing a variety of teaching techniques, the course requires a high level of student participation in classroom activities and group discussions. You will be challenged to think critically and imaginatively about the course material. It is important to note that this course will be a shared intellectual enterprise engaging instructor and students equally. We will employ a number of

different instructional strategies and classroom experiences, many of which are designed to promote active, hands-on learning. Thus, the course seeks to integrate active, experiential, problem-based learning and the study of leadership theories and concepts.

COURSE REQUIRED READINGS

The classroom work in this course will center on the reading assignments. Since the course involves as much experiential activity and discussion as possible, and with minimum lecturing, it is **IMPERATIVE** that you complete the assigned readings prior to each class.

Texts:

- Barber, B. (1992). *An aristocracy of everyone: The politics of education and the future of America*. New York, NY: Oxford University Press. ISBN: 019509154X
- Hesse, H. (1956). *The journey to the East*. New York, NY: Picador. ISBN: 0312421680
- Putnam, R.D., Feldstein, L.M. (2003). *Better together: Restoring the American community*. New York, NY: Simon & Schuster. ISBN: 0743235479
- Tucker, R.C. (1981). *Politics as leadership*. Columbia, MO: University of Missouri Press. ISBN: 0826210236
- Wren, J.T. (Ed.). (1995). *The leader's companion: Insights on leadership through the ages*. New York, NY: Free Press. ISBN: 0028740912

Articles:

In addition, there are several online readings that are listed as required. You can access these articles under the Course Reserves on the **Boatwright Library website**.

Newspapers:

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. Each of the following: *The New York Times*, *The Washington Post*, or *The Richmond Times-Dispatch*, can be accessed on line at www.nytimes.com, www.washingtonpost.com, or richmondtimesdispatch.com. *The New York Times* requires a log in, but the other three can be accessed immediately. 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.

COURSE POLICIES AND STANDARDS

The following class policies are established for the purpose of allowing students enrolled in leadership courses to establish practices that demonstrate mature and responsible behavior toward their work and each other.

Class Attendance

Attendance and participation in class and group activities/meetings are very serious components of the class. Class attendance **is required** and will be recorded. Absences due to health or sports must be substantiated in writing by the appropriate university official. Absences without valid excuses will be penalized in the final grade. After two absences the student's grade will be affected. More than two unexcused absences will result in a half grade reduction for each session missed. For example, if you miss three classes and you were to receive a B, then your grade would be lowered to a B-. PLEASE NOTE: Missing more than five will result in a grade of F. In addition, lateness will not be tolerated.

Absence During In-Class Graded Assignments

Unexcused absences from in-class graded assignments may not be made up. Any difficulties or problems should be brought to the instructor's attention as soon as possible (well before the assignment or exam is scheduled.) Requests for extensions will be granted only under dire circumstances.

Late Papers

Late papers or assignments receive a half grade deduction per day. For example, if a paper was due on a Wednesday and the student handed it in on Thursday morning, than the student's grade on the paper would be dropped from a B to a B-. Papers will not be accepted via e-mail.

Honor Code

The Jepson School supports and adheres to the provisions of the Honor System sanctioned by the School of Arts and Sciences. Every piece of written work presented by individual students must have the honor pledge and 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."***

COURSE ASSIGNMENTS

The assignments are designed to create a framework in which students are treated fairly and equally. Please remember that critical analysis of the assigned readings is necessary. The readings, articles, and ideas from the course will need to be incorporated into each assignment. Please utilize the *American Psychological Association (APA)* style in referencing material. **Every quote and non-original thought should have a reference citation.**

The assignments for this class are:

Short Writing Assignments

Each student will write two short essays of four to five pages. These will be reflection pieces on the readings and discussion from class.

Examinations

There will be a mid-term, in-class examination and a final take-home examination.

Leading class discussions

Each student will be placed into a small group. That group will need to lead class discussions on appointed days. The night prior to class, the assigned group will need to post their discussion questions and themes on the Blackboard site.

COURSE GRADING

- 15% Essay #1
- 15% Essay #2
- 25% Midterm examination
- 25% Final examination
- 20% Attendance and class participation (including class discussions and questions)

COURSE SCHEDULE

Introduction

Week 1

Mon., Jan. 16 **Introduction**

Wed., Jan. 18 **Introduction**
Readings: Wren, #1, 2, 9, 10

Fri., Jan. 20 **Why study leadership?**
Readings: Wren - #5, 6, 7, 8

Why Educate for Leadership?

Week 2

Mon., Jan. 23 **Why educate for American citizenship?**
Online Reading: Dewey, 330-345 and 279-294

Wed., Jan. 25 **What is education to American society?**
Reading: Barber, pp. 1-78

Fri., Jan. 27 **Required speaker: Honorable John Bolton, U.S. Ambassador to the United Nations, 11:30 a.m., Jepson Alumni Center**

Week 3

Mon., Jan. 30 **Democracy and the community**
Reading: Barber, pp. 192- 265

The Influence of the Writing and Thinking of the Ancient World

Wed., Feb. 1 **Greeks and humanism**
Online reading: Perry, pp. 56-64, 68-70, 80-90
Plato, *Allegory of the Cave*

Fri., Feb. 3 **Greeks and humanism**
Group A commentary and discussion questions due

Week 4

Mon., Feb. 6 **Spiritual law v. natural law (Rome and Christianity)**
Online reading: Perry, pp. 109-111, 122-125, 128-142, 164-172

Required event: "A View from the Hill and Beyond: A Conversation with Bob Dole and George McGovern," 7 pm, Modlin Center for the Performing Arts

Wed., Feb. 8 Spiritual law v. natural law (Rome and Christianity)
Group B commentary and discussion questions due

The Influence of the Writing and Thinking of the Middle Ages

Fri., Feb. 10 Relationship between ruler and ruled
Online reading: Perry, pp. 190-193, 215-218, 226-229, 239-241, 261-263
 Thomas Aquinas, *On Princely Government* excerpt
Assignment Due – Individual Essay #1

Week 5

Mon., Feb. 13 Relationship between ruler and ruled
Group C commentary and discussion questions due

The Influence of the Writing and Thinking of the Renaissance and Early Modern Era

Wed., Feb. 15 The actions of a prince
Online reading: Machiavelli, excerpts from *The Discourses* and *The Prince*

Fri., Feb. 17 The actions of a prince
Group D commentary and discussion questions due

Week 6

Mon., Feb. 20 Contract/compact/covenant between the ruler and the ruled
Online reading: Perry, pp. 364-373, 401-404, 422-426
 du Plessis-Mornay: *The Defense of Liberty Against Tyrants*
 Levellers: *An Agreement of the People*

Wed., Feb. 22 Contract/compact/covenant between the ruler and the ruled
Group A commentary and discussion questions due

Standards of American Leadership

Fri., Feb. 24 From royal deference to public leadership
Online reading: De Tocqueville, pp. 639-676
 Morgan, *From Deference to Leadership*

Week 7

Mon., Feb. 27 From royal deference to public leadership
Group B commentary and discussion questions due

Wed., Mar. 1 **Catch up and review**

Fri., Mar. 3 **Midterm examination**

Week 8

******* Spring Break *******

The Modern Concepts of Leadership

Week 9

Mon., Mar. 13 **Reciprocity in leading: Transforming and transactional**

Reading: Wren, #19, 20

Online reading: Burns, *Leadership*, pp. 9-46

Wed., Mar. 15 **Reciprocity in leading: Transforming and transactional**
Group C commentary and discussion questions due

Fri., Mar. 17 **Charisma**

Readings: Wren, #21, 43

Online reading: Edwards, *Charisma and personality: Does the messenger matter*

Week 10

Mon., Mar. 20 **Traits and behavior in leadership**

Reading: Wren, #23, 24, 25

Group D commentary and discussion questions due

Wed., Mar. 22 **Diversity and respectful pluralism**

Reading: Wren, #34

Online reading: Hickman, *Reflections on leadership in a diverse society*

Hicks, *Spiritual and religious diversity in the workplace. Implications for leadership*

Fri., Mar 24 **Masculine v. feminine leadership styles**

Reading: Wren, #26, 27, 28

Week 11

Mon., Mar. 27 **Followership**

Readings: Wren, #29 – 31

Online reading: Kelley, *If the people will lead, the leaders will follow*

Assignment Due – Individual Essay #2

Community Leadership: Social Capital, Politics, and Citizenship

Wed., Mar. 29 **Community leadership**
Reading: Putnam and Feldstein, *Better together*, pp. 1-10, 269-294
Online reading: Robert Putnam, *Bowling alone*

Fri., Mar. 31 **Community leadership**
Reading: Putnam and Feldstein, *Better together*

Week 12

Mon., Apr. 3 **Community leadership**
Reading: Putnam and Feldstein, *Better together*
Assignment Due – Individual Essay #2

Wed., Apr. 5 **Politics as leadership**
Reading: Tucker, *Politics as Leadership*, Chaps. 1&2

Fri., Apr. 7 **Politics as leadership**
Reading: Tucker, *Politics as Leadership*, Chap. 4

Week 13

Mon., Apr. 10 **Citizen leadership**
Movie: *Mud Creek Clinic*

Wed., Apr. 12 **Citizen leadership**
Reading: Wren, #3, 41, 42

Fri., Apr. 14 **Citizen leadership**

Servitude and Ethical Behavior in Leadership

Week 14

Mon., Apr. 17 **Servant leadership**
Online Reading: Greenleaf, *The Servant as Leader*

Wed., Apr. 19 **Servant leadership**
Reading: Hesse, *The Journey to the East*

Fri., Apr. 21 **Servant leadership**
Reading: Hesse, *The Journey to the East*

Week 15**Mon., Apr. 24****Ethics and leadership****Reading:**

Wren, #61, 63, 64

Online reading:Ciulla, *Leadership Ethics: Mapping the Territory***Movie:***Remember My Lai***Wed., Apr. 26****Ethics and leadership****Movie:***Remember My Lai***Fri., Apr. 28****Ethics and leadership****Examination**

Written take home exam, due date TBA