

Advising Guide for Fall Term 2008 Registration Jepson School of Leadership Studies

GENERAL INFORMATION

Fall registration advising begins on Monday, March 24. Students are expected to consult thoroughly and substantively with their Jepson academic advisors prior to registration. Ultimately, however, they are responsible for completing all general education, major, and minor (if any) requirements. Academic requirements and policies are summarized in the “Jepson Yellow Book,” the Jepson student handbook (<http://jepson.richmond.edu/students/handbook.pdf>). Important updates regarding unit conversion can be found at <http://jepson.richmond.edu/academics/courses/courseunits.htm>. Students should direct any questions of a general academic nature to Dr. Terry Price, associate dean for academic affairs.

Unit Conversion: Required Student Audit

All Jepson majors and minors will complete a unit conversion audit. Jepson majors should complete this audit in consultation with their advisors during the advising period for fall 2008 registration. Jepson minors should meet with either Dr. Price or Dr. Williams to carry out the audit. The completed forms should be returned to Ms. Christine Most in Jepson Hall 125.

The Cohort System: Prerequisites and Timing of Core Courses

The LDST required courses sequence is enforced through prerequisites. Critical Thinking and Group Dynamics must be taken in the spring of the sophomore year. These two courses are prerequisites to Theories and Models. Unless you are studying abroad, you must take Theories and Models in the fall of the junior year and, ideally, meet the Research Methods requirement in this semester as well. Theories and Models is a prerequisite to Leadership Ethics, which must be taken in the fall of senior year. Students are responsible for enrolling in the required courses in the appropriate semester.

Registration Issues

Fall pre-registration for continuing students begins on Tuesday, April 8. Students are responsible for registering at their assigned times. Please carefully consult the registration rotation: <http://oncampus.richmond.edu/academics/registrar/reg/regrotation200810.htm>.

We will not maintain waitlists for LDST courses. Students who wish to enroll in a course that is closed should monitor BannerWeb for openings. Other students frequently drop courses as they complete their schedules, and we also routinely increase caps in courses based on demand across sections. If you have any questions or face serious conflicts because of academic or athletic commitments, please contact Dr. Price. Students should not request entry into closed courses from professors, and professors receiving such requests should refer the student to Dr. Price.

Special Topics and Advanced Course Descriptions

LDST 390-02 Good and Evil: Empirical Perspectives

Professor Forsyth

This course examines human thoughts, emotions, and actions that are often judged to be good, moral, or ethical and those that are viewed as bad, evil, or unethical. We will focus on four essential questions: (a) What is humanity's moral nature? (b) Why do people act morally or immorally? (c) What feelings and sentiments do people experience when they consider and act in ways both proper and improper? and (d) How do people see, construct, judge, perceive, and react to positive and negative feelings, thoughts, and behaviors? We will, however, restrict our analysis to moral phenomena that have been investigated empirically; that is, through the collection of data using scientifically acceptable procedures. We will examine questions of human nature, egoism and altruism, responsibility and blame, values and moral choices, communalism and individuality, courage and cowardice, and genocide and moral inclusion, but as phenomena that must be explored through scientific research. In keeping with the emphasis on the empirical tradition, we will also review ways moral thought and action have been calibrated and assessed. Readings will include original articles and a number of books (such as *The social psychology of good and evil*, edited by A. G. Miller and *The Most Dangerous Animal* by David Livingstone Smith.).

LDST 390-03 Civil War Leadership

Professors Goethals and Mountcastle

A study of the events leading to the Civil War, and the military and political leadership on both the Union and Confederate sides during the war. Topics include the role of slaves and slavery from the beginning of the Revolutionary War through the end of the Civil War, the demographic characteristics and economic dynamics of north and south, and political leadership in the decades leading up to the Civil War. Special attention will be given to the leadership of Abraham Lincoln and his cabinet, Jefferson Davis and his cabinet, and to Generals Ulysses S. Grant, Thomas J. (Stonewall) Jackson, Robert E. Lee, James Longstreet, George McClellan, and William T. Sherman. Additional concerns are the changing war aims of the Union, the demographics of the armies, the relationships between political and military leaders, between politicians and citizens, and between officers and men of the fighting forces. Questions include: could the war have been avoided; could the ending of slavery been managed better; and what best explains the outcome of the war.

LDST 390-04 Dead Leaders Society

Professor Wren

This course will be a joint exploration by students and instructor of the lives and times of important leaders of the past. The purpose is to gain insight into leadership, to learn how to evaluate leaders, and to gain expertise in better understanding the complex role that the surrounding context plays in the leadership relation. While the title of the course implies that our focus will be upon leaders, to look solely to individuals and their actions is too simplistic. Instead, we will engage in a series of historical case studies. In each, we will attempt to identify the leadership challenge, and look at the values and activities of individuals in response to the mix of opportunities and constraints provided by fellow stakeholders and contemporary culture as well as the long-term social, economic, political, and intellectual forces. The objective, in other words, will be to create a "leadership scenario" in which real historical figures attempted to meet real leadership challenges. In so doing, students will gain mastery in

the application of a conceptual model for the evaluation of participants in the leadership process and become more proficient in the challenge of analyzing the complex swirl of people, events, and societal forces that surround any leadership relation. In practice, this means that during the course of the term the members of the class will themselves develop their own set of criteria for evaluating leadership, and be required to study and diagnose a series of complex historical leadership scenarios. The ultimate objective is of more than historical interest: the goal is to help students apply these skills to better understand and respond to current leadership challenges.

The leaders to be chosen have yet to be determined. As a sample, one is likely to be Lincoln, both because of the richness of the challenges he faced and because the Jepson School will be hosting a scholarly conference and a major lecture series on Lincoln in 2008-2009. Others might include Jane Addams, a fascinating figure at the intersection of community service, political activism, and the criticism of a current war. Another is likely to be someone controversial, perhaps Malcolm X. If the logistics of securing appropriate readings can be gotten over, the intent is for the class to be able to choose one of the leaders/leadership scenarios to be studied by the entire class, and each student will have the opportunity to apply our method of analysis to a leader of his/her choice. The class will conclude with an attempt to apply our learning to a current (non-dead) leader [Richmond mayor Doug Wilder ?], to demonstrate how this expedition into historical analysis can prepare us to act more intelligently in our contemporary leadership milieu, and in so doing become more informed and effective citizens.

LDST 390-05 Gender and Leadership

Cross-listed as WGSS 379-02

Cross-listed as PSYC 359-01

Professors Hoyt and Faier

The goal of this course is to examine the role of gender, broadly defined, in the leadership process. This course will be co-taught by a social psychologist (Hoyt) and an anthropologist (Faier). Thus, issues surrounding gender and leadership will be examined through the social scientific literature on gender, stigma, and leadership. One of the focuses in this course will be to familiarize you with basic empirical research so that you can: (1) use science to help decipher fact from myth, (2) evaluate and analyze the scientific merit of this research, and (3) apply this research to real world situations. We will examine topics such as the glass ceiling, proposed causes of the glass ceiling, the causes, correlates and consequences of stereotype-related biases against female leaders, and how these biases impact the perception of female leaders as well as the experience of these leaders. In addition to understanding the effects and theoretical origins of gender-related biases in leadership roles, we will also examine strategies for change.

LDST 390-06 Competition, Cooperation, and Choice

Dean Peart

Economists rarely explicitly consider questions of leadership. Micro economists talk about “the individual,” a faceless and nameless agent, the “representative” consumer or firm. But economics is essentially about how individuals come together in social settings (a market place, an organization, a political entity) and make decisions that serve to determine who gets what. Adam Smith was the first to

treat such economic interactions seriously. First and foremost a moral theorist, Smith's great book, *Theory of Moral Sentiments* [1759], grounded a theory of morals on the human sentiments. In his *Wealth of Nations*, he stressed that we need to help the self, to be "prudent", to save for ourselves and our families. The juxtaposition of these two great books – one focused on how we help others, we do the right thing, the other on how we look after ourselves first – presents a central question for the study of leadership and economics: how individuals, motivated by self- and other-regarding interests and connected by language and rules of action, come together and make decisions affecting the group or polity. Supposing individuals come together to make such decisions in a group, what does it mean to say the group has a leader and how does the presence of such a leader affect the outcome?

The course examines these themes using two sets of texts, one quite old and the other quite recent. We begin with Smith, while considering the context of the work: the development of the modern industrial society and two extraordinarily important policy debates, on slavery and enfranchisement. Today, economists have rediscovered Smithian insights and this will be our second major focus. Contemporary game theoretic and experimental research examines how cooperative behavior emerges in a setting where individual interests sometimes conflict with the interest of the group (or society). The prisoners' dilemma game will be an important cornerstone of our investigations along these lines. We consider what institutional frameworks most facilitate cooperation in a repeated prisoner's dilemma setting: competition, repetition, punishment and reciprocity. Finally, we will look at public goods games, in which players choose to cooperate or not; and see what mechanisms facilitate cooperation in this setting.

LDST 390-07 Emperors, Bishops, and Martyrs

Professor Kaufman

Cross-listed as RELG 393-02

The story of secular leadership in the late Roman empire is generally thought to be a tale of "privatization," "corruption," and decline, whereas the story of religious leadership during that same time comes across as a tale of consolidation, ingenuity, and impressive achievement. "Emperors, Bishops, and Martyrs" uses primary and secondary sources to assess such generalizations. The class begins with the perils and promises associated with the first-century distribution of power in empire and church, and it proceeds quickly to the period in which the universal empire fell apart and the universal church was pulled together. Primary sources include the orations, sermons, treatises and correspondence of the likes of Marcus Aurelius, Ignatius of Antioch, Libanius, Athanasius of Alexandria, Ambrose of Milan, Augustine of Hippo, Regius, Paulinus of Nola, and Salvian of Marseilles. Students will be required to write weekly position papers, complete a mid-term exam, and write a final paper.

LDST 303 Leadership in Political Contexts

Professor Shields

This class examines the role of political leadership in governance of society. The students examine the term political leadership from various formats, including descriptions from fictional, theoretical and historical frameworks. From social movements to tyrants to democratic deliberation, the class also conducts an examination of the impact of followers in creating positive and negative political leaders. There is a discussion concerning the American presidency and its relationship with elites. Students also examine women and minority political leaders in the changing dynamic of American society. In addition, the students work on a group project that has them in the field examining local, state, and national political leadership.

INFORMATION FOR RISING SENIORS

Leadership Ethics

Majors and minors must enroll in Leadership Ethics in the fall of the senior year. This course will not be offered in the spring. So, if you do not take Leadership Ethics in the fall, you will be unable to graduate with a degree in leadership studies. There are no exceptions to this rule or substitutes for meeting this requirement.

Research Methods

Students who have not completed this requirement must enroll in Research Methods (LDST 249) for fall semester. This course carries .5 units of credit. Alternatively, the research methods requirement can be met by taking anyone of the following courses. (Note: Many of these substitutes have a prerequisite of Math 119.)

PLSC 372	Methods for Public Opinion Research
PLSC 373	Methods for Public Policy Research
PLSC 374	Methods for Cross-National Research
PSYC 200	Methods and Analyses w/lab
SOC 211	Sociological Research Methods & Data Analysis
MKT 326	Marketing Research and Analysis
RHCS 295	Topics in Research (substitution restricted to versions that focus on interviewing methods and focus groups, ethnography, survey design, and experimental methods; contact Dr. Price for approval)
MATH 219	Introduction to the Design of Experiments

The research methods requirement can also be met while studying abroad. For approval, contact Dr. Price, who will consult with faculty members with expertise in the relevant areas.

Independent Study

Majors and minors may count a maximum of 1 unit of independent study toward the advanced course requirement. There are now two types of independent study. LDST 490, Student Initiated Independent Study, allows students to pursue research on a topic of their own choosing under the supervision of a faculty member. Independent study proposals under this rubric must be submitted to the associate dean for academic affairs at least two weeks before the beginning of classes in the semester in which the independent study is to take place. LDST 491, Collaborative Independent Study, provides students with the opportunity to conduct research collaboratively with a Jepson faculty member on a project of theoretical or methodological importance to the faculty member's program of research. There is no requirement of prior notification for LDST 491. Forms for both types of independent study are located on the Jepson website under Current Students.

Business Students

Jepson majors and minors may substitute MSYS 330 (Organizational Behavior) for LDST 302 (Leadership in Organizations). The Business School allows (1) business majors who have declared the Jepson School as their home school and (2) business minors to count LDST 302 as a substitute for

MSYS 330. In other words, Jepson/Business double majors who have declared the Jepson School as their home school and Jepson majors/Business minors may count either LDST 302 or MSYS 330, but not both, toward the advanced course requirement. Jepson/Business double majors who have declared the Business School as their home school and Business majors/Jepson minors must take MSYS 330, which will substitute for LDST 302.

Study Abroad

Majors may count a maximum of 2 units of study abroad credit toward the advanced course requirement. One of the courses may be “generally related to leadership.” Determination of whether a course is generally related to leadership will be made by the associate dean for academic affairs and the student's Jepson advisor. The other course must be “substantially similar” to the content of an elective LDST course. This means that the course taken abroad must have so much overlap with the content of the related Jepson course that the student would not be permitted to take the Jepson course because of the duplication. Determination of whether a course is “substantially similar” to a Jepson advanced course will be made by the associate dean for academic affairs, in consultation with faculty members who have expertise in the relevant areas.

Alternatively, majors may get study abroad credit for two courses that are “substantially similar” to the content of LDST courses, for a maximum of 2 units of credit toward the advanced course requirement. Minors may count a maximum of 1 unit of study abroad credit toward the advanced course requirement. The Leadership Studies *Request for Study Abroad Credit* form can be found on the Jepson website under Current Students. Students must also complete the *Study Abroad Course Approval Form*, which is available at the Office of International Education.

Senior Thesis and Senior Honors Thesis

Students who write a senior thesis (LDST 495-496) or a senior honors thesis (LDST 497-498) will be able to count a maximum of 1 unit of thesis work toward the advanced course requirement.

INFORMATION FOR RISING JUNIORS

Theories and Models of Leadership

Students not studying abroad in the fall must register for this course. Students returning from abroad will have registration preference for the spring section.

Research Methods

Rising juniors who have not completed this requirement are recommended to enroll in Research Methods (LDST 249) for fall semester. Alternatively, this requirement can be met by taking anyone of the following courses. (Note: Many of these substitutes have a prerequisite of Math 119.)

PLSC 372	Methods for Public Opinion Research
PLSC 373	Methods for Public Policy Research
PLSC 374	Methods for Cross-National Research
PSYC 200	Methods and Analyses w/lab
SOC 211	Sociological Research Methods & Data Analysis
MKT 326	Marketing Research and Analysis

RHCS 295	Topics in Research (substitution restricted to versions that focus on interviewing methods and focus groups, ethnography, survey design, and experimental methods; contact Dr. Price for approval)
MATH 219	Introduction to the Design of Experiments

The research methods requirement can also be met while studying abroad. For approval, contact Dr. Price, who will consult with faculty members with expertise in the relevant areas.

Independent Study

Majors and minors may count a maximum of 1 unit of independent study toward the advanced course requirement. There are now two types of independent study. LDST 490, Student Initiated Independent Study, allows students to pursue research on a topic of their own choosing under the supervision of a faculty member. Independent study proposals under this rubric must be submitted to the associate dean for academic affairs at least two weeks before the beginning of classes in the semester in which the independent study is to take place. LDST 491, Collaborative Independent Study, provides students with the opportunity to conduct research collaboratively with a Jepson faculty member on a project of theoretical or methodological importance to the faculty member's program of research. There is no requirement of prior notification for LDST 491. Forms for both types of independent study are located on the Jepson website under Current Students.

Business Students

Jepson majors and minors may substitute MSYS 330 (Organizational Behavior) for LDST 302 (Leadership in Organizations). The Business School allows (1) business majors who have declared the Jepson School as their home school and (2) business minors to count LDST 302 as a substitute for MSYS 330. In other words, Jepson/Business double majors who have declared the Jepson School as their home school and Jepson majors/Business minors may count either LDST 302 or MSYS 330, but not both, toward the advanced course requirement. Jepson/Business double majors who have declared the Business School as their home school and Business majors/Jepson minors must take MSYS 330, which will substitute for LDST 302.

Study Abroad

Majors and minors may count a maximum of 1 unit of study abroad credit toward the advanced course requirement. This course must enhance the student's academic plan in leadership studies. Determination of whether a course enhances a student's academic plan in leadership studies will be made by the associate dean for academic affairs and the student's Jepson advisor. The Leadership Studies *Request for Study Abroad Credit* form can be found on the Jepson website under Current Students. Students must also complete the *Study Abroad Course Approval Form*, which is available at the Office of International Education.

JEPSON SCHOOL
Spring Advising Assignments
For Fall 2008 Registration

Joanne Ciulla
Borwick, Tom (2nd)
 Boyd, Deanna (SA) [grad. Dec 08]
Breen, Ryan
Brennan, Alexis
Capriles, Gabbie
Carr, Maura
 Horn, Aurie [grad. Dec. 08]
Traber, Max

Don Forsyth
Coleman, Mike
 Colleary, Mary
Dowe, Jessica
Dubey, Prasant
Garber, Jenna
Gardner, Kelly
Groover, Katy (2nd)

* Al Goethals
Handy, Steve
Huffman, Jennifer (2nd)
Jeanfreau, Juliette
Jennings, Lauren (2nd)
VanEpps, Eric (2nd)

* Doug Hicks
Landers, Erin
Morris, Tyler
Mosher, Danielle

Gill Hickman
 Cyburt, Ashley
 Genualdi, Chris
 Hull, Meredith
 Kurland, Julian
 Norquist, Peter (2nd) [grad. Dec 08]
 Schlein, Garrett

* Crystal Hoyt
Murray, Michael
Paine, Kendall
Ruzic, Jess
Yakob, Matt

Ana Mitric
 Amendola, Christian (SA)
 Bitton, Adrian
 Fullerton, Shanaya
 Kauffman, Becky
Miller, Emily
 Moscarino, Katie (2nd)
 Wigginton, Paige

* Terry Price
 Hoffman, Jenn
 Mazzanti, Rob
 McLean, Duncan
 Mendez, Mark
 Musser, Laura
 Petty, Lindsay
Phillips, Kristen
 Rodriguez, Abby (2nd)
 Sinkovitz, Lisa
 Stanton, William
White, Hillary
Winson, Danielle (2nd)

* Teresa Williams
 Boylan, Jenny (2nd)
 Frank, John (2nd & SA)
 Friend, Mandy
Horswill, Abbe
 Lewis, Jennifer
 Nowlan, Emily (2nd)
Raithel, Jacki
 Scanlan, Patrick
 Schneider, Xenia

* Thad Williamson
Sanders, Natalia
Schlauch, Brendan
Sherman, Emily
Silverman, Zoe
Skimming, Katy
Teschke, Max
Travis, Scott

Karen Zivi
 Brody, Louisa
 Deichman, Maggie
 DeRosa, Tony (3rd)
 Fleskes, Jess (SA) [grad. Dec. 08]
 Holcomb, Brian
 Mattes, Michael
 Neuberger, Emily
 Nouss, Julia
 Rosser, Allison (SA)
 Scrimale, Kate (2nd)
Tommarello, Chris (2nd)
 Werner, Andrew

NOTE:
 Jepson minors contact either
 Dr. Williams or Dr. Price to
 schedule an advising appointment.

KEY:
Boldface = sophomore
 * does not include undeclared advisees
 2nd indicates LDST is their second major so their
 pin card will go to their primary major advisor
 SA indicates student studying abroad