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 What are the historical references for our contemporary leadership theories and ideas?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 leadership scholars.
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:

Articles:
Most of the readings are online. You can access these articles under the Course Document section on the Blackboard 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 online 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 and Event Attendance and Participation
Attendance and participation in class and group activities/meetings are very serious components of the class. Class attendance is required and will be recorded. Attendances at events outside the classroom are also required. 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 and Comments on 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. The instructor
will provide comments on papers, but if the student desires more feedback it would be wise to make an appointment.

**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.*" If the code is not on the assignment, there will be a half grade deduction.

**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 or other referencing sources such as the MLA or Chicago Style. *Every quote and non-original thought that is written by a student should have a reference citation. If there is no reference page at the end of each assignment, there will be a half grade deduction.* Please check the libraries citing page for guidance [http://library.richmond.edu/help/citing/index.htm](http://library.richmond.edu/help/citing/index.htm).

The assignments for this class are:

**Short Writing Assignments**
Each student will write two short essays of three to four pages. These will be reflection piece on the readings and discussion from class.

**Group writing project**
Each student will be assigned into a group and will have to prepare a group paper and presentation.

**Examinations**
There will be a mid-term and a final 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**

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<tr>
<th>Percentage</th>
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<tbody>
<tr>
<td>10%</td>
<td>Essay #1</td>
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<td>10%</td>
<td>Essay #2</td>
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<td>20%</td>
<td>Group project</td>
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<td>25%</td>
<td>Midterm examination</td>
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<td>20%</td>
<td>Final examination</td>
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<tr>
<td>15%</td>
<td>Attendance, class participation and pop quizzes on readings</td>
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## COURSE SCHEDULE

### Introduction

**Week 1**
- **Mon., Aug. 25** Introduction
- **Wed., Aug. 27** Introduction
  - Reading: Wren, #1, 2, 9, 10
- **Fri., Aug. 29** Why study leadership?
  - Reading: Wren - #5, 6, 7, 8

### Humanism and Situationism

**Week 2**
- **Mon., Sept. 1** Humanism
  - Reading: Perry, pp. 56-64, 68-70, 80-90
- **Wed., Sept. 3** Humanism
  - Group A commentary and discussion questions due
- **Fri., Sept. 5** Hubris v. reverence
  - Reading: Woodruff, *The Shape of freedom: democratic leadership in the ancient world*
  - Orwell, excerpt from *Animal Farm*

**Week 3**
- **Mon., Sept. 8** Hubris v. reverence
  - Group B commentary and discussion questions due
- **Tues., Sept. 9** REQUIRED: Community Action Poverty Simulation
  - 5:30 pm – 8 pm Tyler Haynes Room, Commons
- **Wed., Sept. 10** Explanation of Group Project
  - Reading: Group Project Handout
- **Fri., Sept. 12** No Class
  - 7 pm, Jepson Alumni
  - REQUIRED: Abraham Lincoln’s Legacy of Leadership
    “Wonderful Self-Reliance: Abraham Lincoln’s Leadership”
    Dr. Richard Carwardine
Rule of one v. rule of many

Week 4
Mon., Sept. 15  Genius or chance
Reading: Burns, excerpt from *Transforming Leadership*
Tolstoy, excerpt from *War and Peace*

Wed., Sept. 17  Genius or chance
Group C commentary and discussion questions due

Fri., Sept. 19  Rule of one or rule by multitude
Reading: Machiavelli, excerpts from *The Discourses* and *The Prince*

Sun., Sept. 21  REQUIRED - Explore Richmond Tour
12:30 pm – 7 pm
Meet in front of THC

Week 5
Mon., Sept. 22  Rule of one or rule by multitude
Group D commentary and discussion questions due

Deference to the polis

Wed., Sept. 24  Compact between the ruler and the ruled
Reading: Perry, pp. 364-373, 401-404, 422-426
du Plessis-Mornay: The Defense of Liberty Against Tyrants
Levellers: An Agreement of the People

Fri., Sept. 26  Compact between the ruler and the ruled
Group E commentary and discussion questions due

Week 6
Mon., Sept. 29  Centralization or individual autonomy
Reading  De Tocqueville, excerpt from *Democracy in America* pp. 639-676

Wed., Oct. 1  Centralization or individual autonomy
Group F commentary and discussion questions due

Fri., Oct. 3  From royal deference to public leadership
Reading: Morgan, *From Deference to Leadership*
12:30-1:25, CCE
REQUIRED: CCE Brown Bag Discussion
Find Your Voice: Students Discuss Social Change
Week 7
Mon., Oct. 6 From royal deference to public leadership
Movie: The Queen

Tues., Oct. 7 REQUIRED: Abraham Lincoln’s Legacy of Leadership
7 pm, Jepson Alumni “What Lincoln Was Up Against: The Context of Leadership” Dr. Ed Ayers

Wed., Oct. 8 Catch up and review (short class)

Fri., Oct. 10 Midterm examination

Week 8

***** Fall Break *****

Mon., Oct. 13 No class

Leader – follower interaction

Wed., Oct. 15 Reciprocity in leading: Transforming and transactional
Reading: Burns, excerpt from Leadership, pp. 9-46
Wren, #20

Group A discussion questions due

Fri., Oct. 17 Followership
Reading: Wren, #29, 30
Kelley, If the people will lead, the leaders will follow
Burns, excerpt from Transforming Leadership
12:30-1:30 REQUIRED: CCE Brown Bag Discussion
“This Election Unlike Any Other: The 2008 Mayoral Election in Richmond, Virginia”
Dr. John Moeser, CCE Fellow, Brown Alley Room of Weinstein Hall

Group B discussion questions due

Week 9
Mon., Oct. 20 Masculine v. feminine leadership styles
Reading: Wren, #26, 27, 28
Kellerman and Rhode, Viable Options
Kantrowitz, When Women Lead

Group C discussion questions due
**Week 10**

**Mon., Oct. 27**  
**Values in leadership**  
Reading: Burns, excerpt from *Transforming Leadership*  
Heifetz, excerpt from *Leadership Without Easy Answers*  

**Group F discussion questions due**

**Wed., Oct. 29**  
**Ethics and leadership**  
Reading: Ciulla, *Leadership Ethics: Mapping the Territory*  

**Group A discussion questions due**

**Fri., Oct. 31**  
**Ethics and leadership**  
Reading: Northouse, excerpt from *Leadership Theory and Practice*  

**Group B discussion questions due**

**Week 11**

**Mon., Nov. 3**  
**Bad/Toxic leadership**  
Reading: excerpt from Kellerman, *Bad Leadership*  
excerpt from Lipman-Blumen, *The Allure of Toxic Leaders*  

**Group C discussion questions due**

**Wed., Nov. 5**  
Application: Case Study on Ethics

**Fri., Nov. 7**  
Application: Case Study on Ethics

**Community Leadership: Social Capital, Citizenship, and Pluralism**

**Week 12**

**Mon., Nov. 10**  
**Community leadership**  
Reading: Putnam and Feldstein, *Better together*
Putnam, *Bowling Alone*

**Group D discussion questions due**

**Wed., Nov. 12**  Community leadership  
Reading: Putnam and Feldstein, *Better together*

**Group E discussion questions due**

**Fri., Nov. 14**  Citizen leadership  
Reading: Wren, #3, 41, 42

**Group F discussion questions due**

**Week 13**  
**Mon., Nov. 17**  Citizen leadership  
Movie: *Mud Creek Clinic*

**Wed., Nov. 19**  Diversity and respectful pluralism  
Reading: Hickman, *Reflections on leadership in a diverse society*  
Hicks, *Spiritual and religious diversity in the workplace. Implications for leadership*

**Servant Behavior in Leadership**

**Fri., Nov. 21**  Servant leadership  
Reading: Hesse, *The Journey to the East*  
Greenleaf, *The Servant as Leader*

**Week 14**  
**Mon., Nov. 24**  Servant leadership  
Reading: Hesse, *The Journey to the East*

**Wed., Nov. 26**  No Class – Happy Thanksgiving

**Fri., Nov. 28**  No Class – Happy Thanksgiving

**Week 15**  
**Dec. 1**  Class presentations  
**Dec. 3**  Class presentations  
**Dec. 5**  Class presentations

**FINAL**  Thursday, December 11, 2-5 pm