Leadership and the Humanities
LDST 101-05

Fall 2009
Course Syllabus

Instructor: Dr. Douglas A. Hicks
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Office hours: Wednesday, 2:00 – 3:00 p.m.
Friday, 2:00 – 3:00 p.m.
and by appointment

Class meeting time Section 5: Wednesdays & Fridays 9:00-10:15 a.m.

Class location Jepson Hall 107

Introduction

This course is designed to engage students in essential intellectual questions relating to the study and practice of leadership, particularly as scholars in the humanities have addressed them. These questions include the following: What is leadership? What is good leadership? How do people become effective leaders and/or effective followers? What insights into leadership do some of the great minds in the humanities provide? How do factors of race, gender, education, and class relate to leadership? How do coordinated efforts best effect social change?

The various components of the course are intended to challenge students to think critically and imaginatively about the elements and dynamics of leadership. This course is a shared intellectual enterprise between the students and the instructor. It is the aim of this course (and other Jepson School courses) to move beyond the traditional classroom learning environment and to weave together actual leadership problems and scenarios, interaction with leaders, guest speakers, and critical reflection on the course texts.

This course serves as an introduction to the curriculum of the Jepson School of Leadership Studies. It is a companion course to LDST 102: Leadership and the Social Sciences, and it also complements LDST 205: Justice and Civil Society. These courses provide students with basic vocabulary, concepts, and approaches that can serve as a foundation for a major or minor in Leadership Studies. The instructor will be pleased to discuss the Jepson School curriculum
with any student interested in integrating Leadership Studies into her or his academic program.

**Course Objectives**
This course seeks to enable students to:
* develop a broad and sophisticated understanding of the process of leadership;
* acquire knowledge of various humanistic approaches to leadership, especially in great texts from Western political and philosophical traditions;
* apply these theories, concepts, and approaches to leadership situations in their own lives and in current events;
* become familiar with the multidisciplinary approaches to leadership;
* develop critical thinking skills.

**Texts**
The textbooks for the course are:


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 the textbooks—in addition to material covered in class.

**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 access these publications online at www.nytimes.com, www.washingtonpost.com, or www.timesdispatch.com. These newspapers are also available in the reading area of Boatwright Library and in the Bonner Center.
for Civic Engagement. On Fridays, two students will be asked to present a recent newspaper article, analyzing connections to the readings of the course, the story’s 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 course also includes three required events outside of class time. The key element of class discussion is quality, not quantity, of participation. Cell phones, Blackberrys, etc., must be turned to “all sounds off” mode. Students are permitted to use their laptops to take notes, but they are not permitted to use any electronic device for texting, sending IM, emailing, Web surfing, etc. **Students are allowed one unexcused absence from class and then will be penalized by three percentage points from their final grade for each additional absence.**

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 other work.

Individual Writing Assignments

Each student will write two essays of approximately four pages (due **September 23** and **November 13**) that analyze particular dimensions of leadership. Detailed instructions will be distributed sufficiently prior to each due date.

Examinations

There will be two examinations in this course: a midterm (**October 14** in class) and a final (**Section 5: Friday, December 11, 9:00 a.m. – 12:00 noon** and **Section 6: Monday, December 14, 2:00 – 5:00 p.m.**, as 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% [midterm] + 25% [final])  45%

The deadlines for assignments are designed to create a framework in which students are treated fairly and equally and are able to complete all assignments during the course of the semester. Requests for extensions will be granted only under dire circumstances. Assignments will be penalized by one full letter grade for each day they are late. 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)
Note: Readings marked “TCL” are included in *Traditional Classics on Leadership*

**I. Authority: Sources and Legitimacy**

**Wednesday, August 26**: Introduction to Course

**Friday, August 28**: Sources of Authority
Read syllabus in its entirety
John Calvin, *Institutes of the Christian Religion*, TCL #15
The Levellers, “An Agreement of the People,” TCL #17

**Optional free lunch: Friday, August 28, 12:00-1:30 p.m., Jepson Lounge.** Meet new Jepson Associate Dean Kerstin Soderland and Dean Sandra Peart. RSVP to Shannon Best, sbest@richmond.edu.

**Wednesday, September 2**: The Social Contract

**Friday, September 4**: Law, Legitimacy, and Sovereignty
Wednesday, September 9: Government I

Friday, September 11: Government II

Wednesday, September 16: Elections and the Consent of the Governed

II. Moral Purposes of Leadership


Friday, September 18: The Common Good
John Stuart Mill, *Considerations on Representative Government, TCL #11*

Wednesday, September 23: Catch-Up Day
Essay I Due at the Beginning of Class

Friday, September 25: Justice
Plato, *The Republic* (336b-347e), *TCL #1*

Wednesday, September 30: The Good Life
Aristotle, *Politics*, *TCL #2*

Friday, October 2: Freedom
Immanuel Kant, “*What is Enlightenment?”* *TCL #4*
Virginia Woolf, *A Room of One’s Own*, *TCL #13*

III: The Leader

Wednesday, October 7: Plato’s Philosopher King
Plato, *The Republic* (471c-474b), *TCL #7*

*** Optional Event: Wednesday, October 7, 12:00 Noon, Jepson Alumni Center. Steven Pinker, Harvard University, “A History of Violence.”
Friday, October 9: Machiavelli’s Prince
Niccolo Machiavelli, *The Prince*, *TCL* #9

Wednesday, October 14—Midterm Examination
**Midterm Exam to Be Written in Class**

IV. Gender, Race, and Leadership

Friday, October 16: Social Roles
Christine de Pizan, *The Book of Three Virtues*, *TCL* #12
Henry David Thoreau, “Civil Disobedience,” *TCL* #30

Wednesday, October 21:
Jo Ann Gibson Robinson, *The Montgomery Bus Boycott and the Women Who Started It*, pp. ix-xv; 3-100

Friday, October 23:

***Required Event: Friday, October 23, 12:30 – 1:30 p.m., Brown-Alley Room of Weinstein Hall. Jeff Shapiro, Richmond Times-Dispatch, “2009 Governor’s Race: A Referendum on Washington?”***

Wednesday, October 28: Elitism and Mass Struggle
W. E. B. Du Bois, *The Souls of Black Folk*, *TCL* #31
Clayborne Carson, “MLK, Jr.: Charismatic Leadership in a Mass Struggle” [on reserve]

***Optional Event: Thursday, October 29, 6:00 p.m., University of Richmond Downtown, “Poverty: Living Below the Line” panel of experts.***

Friday, October 30: Gender Rights
Mary Wollstonecraft, *A Vindication of the Rights of Woman*, *TCL* #23
Elizabeth Cady Stanton, *Address to the American Equal Rights Assn.*, *TCL* #24

V. The Follower

Wednesday, November 4: The Capacities of Followers
Machiavelli, *Discourses on Livy*, *TCL* #21

Friday, November 6: Leaders and Followers in Dialectical Relationship
G. W. F. Hegel, *Phenomenology of Mind*, *TCL* #22
***Required Event: Friday, November 6, 12:30 – 1:30 p.m., Tyler-Haynes Commons 333. Wesley Hogan, Virginia State University, “Dr. King’s ‘Storm Troopers of the Movement’: College Students in the Civil Rights Struggle.”

Wednesday, November 11: The Moral Agency of Followers
Readings TBA

Friday, November 13: Catch-up Day
Essay II Due at the beginning of class
Readings TBA

VI: Power and Social Change

Wednesday, November 18: Institutions, Individual Leaders, and Power
Adam Smith, The Theory of Moral Sentiments, TCL #10
Michel Foucault, “Panopticism” [on reserve]

Friday, November 20: Radical Appeals
Karl Marx and Frederick Engels, Manifesto of the Communist Party, TCL #28
David Walker, David Walker’s Appeal, TCL #29

[Wednesday, November 25 and Friday, November 27: Thanksgiving Break]

Wednesday, December 2: Democracy and Education
John Dewey, Democracy and Education, TCL #26
Martha Nussbaum, “Patriotism and Cosmopolitanism” [on reserve]

Friday, December 4: Wrap-up, Summary, and Concluding Discussion
Readings TBA

FINAL EXAMINATION (as scheduled by Registrar’s Office)
Section 5: Friday, December 11, 9:00 a.m – 12:00 noon
Section 6: Monday, December 14, 2:00 – 5:00 p.m.