LDST 101-07 LEADERSHIP AND THE HUMANITIES
FALL 2009 - COURSE SYLLABUS

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Office hours: By appointment

Class meeting date and time: Wednesday and Friday 12:00 p.m. – 1:15 p.m.
Location: North Court Academic B2

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 What are the historical references for our contemporary leadership theories and ideas?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

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:
Writing Project
Each student will write a 20 page term paper on an issue associated with the study of leadership.
Examinations
There will be a mid-term and final exam.
Quizzes
There will be two quizzes on the material discussed and presented in class.
Leading Class Discussions
Each student will be placed into a small group. That group will 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.
Attendance and Class Participation
Each student will be expected to attend and participate in class.

COURSE GRADING
25% Term paper
25% Midterm examination
25% Final
10% Quizzes
5% Leading class discussions
10% Attendance and class participation
## COURSE SCHEDULE

### Introduction

#### Week 1
**Wed., Aug. 26**
*Introduction*
Reading: Intro, #1, 2, 9, 10

**Fri., Aug. 28**
*Why study leadership?*
Reading: Why study, #5, 6, 7, 8

### Humanism and Situationism

#### Week 2
**Wed., Sept. 2**
*Greeks - Humanism*
Reading: Perry, pp. 56-64, 68-70, 80-90
Group A commentary and discussion questions due

**Fri., Sept. 4**
*BROWN BAG @ CCE*
Rachel Flynn, City of Richmond Planning Commission
“The Planning and Design of Richmond”

#### Week 3
**Tues., Sept. 8**
*REQUIRED: Community Action Poverty Simulation*
5:30 pm – 8 pm Tyler Haynes Room, Commons

**Wed., Sept. 9**
*Hubris v. reverence*
Reading: Woodruff, *The Shape of freedom: democratic leadership in the ancient world*
Orwell, excerpt from *Animal Farm*
Group B commentary and discussion questions due

**Fri., Sept. 11**
*Genius or chance*
Reading: Burns, excerpt from *Transforming Leadership*
Tolstoy, excerpt from *War and Peace*
Group C commentary and discussion questions due
DUE: QUIZ #1

**Sat., Sept. 12**
*REQUIRED - Explore Richmond Tour*
12:30 pm – 5 pm Meet in front of THC
## Rule of one v. rule of many

### Week 4
**Wed., Sept. 16**  
**Rule of one or rule by multitude**  
Reading:  
Machiavelli, excerpts from *The Discourses* and *The Prince*  
**Group D commentary and discussion questions due**

**REQUIRED:**  
Jespon Leadership Forum  
7 pm, Jepson Alumni  
**Richard Reeves:** The Individual and Society: How Would Mill Define “The Common Good”?

**Fri., Sept. 18**  
**Compact between the ruler and the ruled**  
Reading:  
Perry, pp. 364-373, 401-404, 422-426  
**Group E commentary and discussion questions due**

### Week 5
**Defence to the polis**

**Wed., Sept. 23**  
**Centralization or individual autonomy**  
Reading  
De Tocqueville, excerpt from *Democracy in America* pp. 639-676

**Fri., Sept. 25**  
**BROWN BAG @ CCE**  
From Ocotitlan, Mexico to Richmond, VA: A Quest to Understand Migratory Motivations, Jen Lawhorne, documentary filmmaker and director

### Week 6
**Wed., Sept. 30**  
**From royal deference to public leadership**  
Reading:  
Morgan, *From Deference to Leadership*  
**Movie:**  
*The Queen*

**Fri., Oct. 2**  
**From royal deference to public leadership**  
**Movie:**  
*The Queen*

### Week 7
**Wed., Oct. 7**  
Catch up and review

**Fri., Oct. 9**  
Midterm examination

### Week 8

****** Fall Break ******
Leader – follower interaction

Wed., Oct. 14  
Reciprocity in leading: Transforming and transactional
Reading: Burns, excerpt from *Leadership*, pp. 9-46
Wren, #20

Group A discussion questions due

Fri., Oct. 16  
Masculine v. feminine leadership styles
Reading: Wren, #26, 27, 28
Kellerman and Rhode, *Viable Options*
Kantrowitz, *When Women Lead*

Group B discussion questions due

Week 9
Wed., Oct. 21  
Charisma and Traits
Reading: Wren, #43
Northouse, excerpt from *Leadership Theory and Practice*
Edwards, *Charisma and personality: Does the messenger matter*

Group C discussion questions due

Fri., Oct. 23  
Jepson Leadership Forum
Reading: Reasoning with the Oppressed, Freire, excerpt from *Pedagogy of the Oppressed*
12 noon, Modlin Center  
Irene Zubaida Khan, Hard Truths on Poverty and Human Rights
DUE: Introduction and reference list for term paper

Group D discussion questions due

Values in Leadership: Ethics and Morality

Week 10
Wed., Oct. 28  
Values in leadership
Reading: Burns, excerpt from *Transforming Leadership*
Heifetz, excerpt from *Leadership Without Easy Answers*

Group E discussion questions due

Fri., Oct. 30  
Ethics and leadership
Reading: Ciulla, *Leadership Ethics: Mapping the Territory*
Northouse, excerpt from *Leadership Theory and Practice*

Group A discussion questions due

Week 11
Wed., Nov. 4  
Application: Case Study on Ethics

Fri., Nov. 6  
Application: Case Study on Ethics
DUE: Quiz #2
# Community Leadership: Social Capital, Citizenship, and Pluralism

## Week 12

**Wed., Nov. 11**  
Community leadership  
**Reading:** Putnam and Feldstein, *Better together*  
Putnam, *Bowling Alone*

**Group B discussion questions due**

**Fri., Nov. 13**  
Citizen leadership  
**Reading:** Wren, #3, 41, 42  
**Movie:** *Mud Creek Clinic*  
**Group C discussion questions due**

## Week 13

**Wed., Nov. 18**  
Diversity and respectful pluralism  
**Reading:** Hickman, *Reflections on leadership in a diverse society*  
Hicks, *Spiritual and religious diversity in the workplace. Implications for leadership*

**Group D discussion questions due**

# Servant Behavior in Leadership

**Fri., Nov. 20**  
Servant leadership  
**Reading:** Hesse, *The Journey to the East*  
Greenleaf, *The Servant as Leader*

**Group E discussion questions due**

## Week 14

**Mon., Nov. 23**  
Term paper due

**Wed., Nov. 25**  
No Class – Happy Thanksgiving  
**Reading:** Mortensen, *Three Cups of Tea*

**Fri., Nov. 27**  
No Class – Happy Thanksgiving  
**Reading:** Mortensen, *Three Cups of Tea*

## Week 15

**Wed., Dec. 2**  
Class discussions on *Three Cups of Tea*

**Fri., Dec. 4**  
Class discussions on *Three Cups of Tea*

**Mon., Dec. 7**  
FINAL EXAM, 2-5 pm