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. These 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 are the moral purpose(s) 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 What are the historical references for our contemporary leadership theories and ideas?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.
1. The student should have an enhanced understanding of the concepts and practices involved in leadership in a pluralistic society.
2. The student should be familiar with the kinds of questions asked by leadership scholars.
3. 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, then 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.

Technological Devices
*Cell Phones*: Turn off all cell phones before entering the class. By off, I mean completely off, not simply on silent or vibrate.
Laptops: You may use laptops for taking notes ONLY. Use of laptops should not inhibit your ability to engage in classroom discussion. If, for some reason, I find that laptop use is distracting, I will ask you to discontinue their use.

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.

The assignments for this class are:
Writing
Each student will write three two-page single spaced thought papers analyzing the readings.
Examinations
There will be an in-class mid-term and a take home final.
Attendance, Class Participation, and Pop Quizzes
Each student will be expected to attend and participate in class. There might be an occasional pop quiz.

COURSE GRADING
45% Reflective papers (15% each)
20% In-class midterm examination
20% Take home final
15% Attendance and class participation

COURSE SCHEDULE

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<tr>
<th>Week 1</th>
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<tr>
<td>Tues., Aug. 24</td>
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<tr>
<td>Reading:</td>
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**Thur., Aug. 26**  
**Leadership is not about a leader**  
**Reading:**  
Lawrence, *The Prussian Officer*  
Carlyle, excerpt from *On Heroes, Hero Worship, and the Heroic in History*

### Humanism and situationism

#### Week 2

**Tues., Aug. 31**  
**Understanding followers**  
**Reading:**  
Sophocles, excerpt from *Antigone*  
Thucydides, excerpt from *Funeral Oration of Pericles*

**Thur., Sept. 2**  
**Philosopher-king**  
**Reading:**  
Plato, excerpt from *The Republic*  
Takala, *Plato on Leadership*

#### Week 3

**Tues., Sept. 7**  
**What leadership is not: Tyranny**  
**Reading:**  
Woodruff, *The shape of freedom: democratic leadership in the ancient world*  
Orwell, excerpt from *Animal Farm*

**Thur., Sept. 9**  
**Genius or chance in leading**  
**Reading:**  
Burns, excerpt from *Transforming Leadership*  
Tolstoy, excerpt from *War and Peace*

**DUE:**  
**Paper #1**

### Rule of one v. rule of many

#### Week 4

**Tues., Sept. 14**  
**Rule of one**  
**Reading:**  
Machiavelli, excerpt from *The Prince*

**Thur., Sep. 16**  
**Rule of multitude**  
**Reading:**  
Machiavelli, excerpt from *The Discourses*

### Deference to the polis

#### Week 5

**Tues., Sept. 21**  
**Compact between the ruler and the ruled**  
**Reading:**  
Thomas Hobbes, excerpt from *Leviathan*  
John Locke, excerpt from *Second Treatise on Government*  
Thomas Jefferson, *Declaration of Independence*  
Jean Jacques Rousseau, excerpt from *The Social Contract*

**Thur., Sept. 23**  
**Factions**
Reading: Madison, *The Federalist*, Number X

**Week 6**

Tues., Sept. 28  
Centralization or individual autonomy  
Reading: De Tocqueville, excerpt from *Democracy in America*

Thur., Sept. 30  
Royal deference to public leadership  
Reading: Morgan, excerpt *From Deference to Leadership*  
Movie: *The Queen*

**Midterm week**

**Week 7**

Tues., Oct. 5  
Royal deference to public leadership  
Movie: *The Queen*

Thur., Oct. 7  
Midterm examination

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

**Week 8**

Tues., Oct. 12  
No Class – Read *Billy Budd*

**Justice in leadership**

Thur., Oct. 14  
What is justice?  
Reading: King, *Letter from a Birmingham jail*

**Week 9**

Tues., Oct. 19  
The leader’s dilemma: Application of justice  
Reading: Melville, *Billy Budd*

Thur., Oct. 21  
Trial of Billy Budd  
Reading: Melville, *Billy Budd*  
DUE: Paper #2

**Community and leadership**

**Week 10**

Tues., Oct. 26  
Youth and leadership  
Reading: Lewis, excerpt from *The Shadows of Youth*  
Movie: Excerpt from *Eye on the Prize*

Thur., Oct. 28  
Social capital  
Reading: Putnam, *Bowling Alone*
### Politics as leadership

#### Week 11
**Tues., Nov. 2**  
**Election Day – Political leaders and dirty hands**  
**Reading:** Tucker, excerpt from *Politics as Leadership*  
Sarte, excerpt from *Les Mains Sales (Dirty Hands)*

**Thur., Nov. 4**  
**Political games**  
**Reading:** Warren, excerpt from *All the King’s Men*

### Understanding the “other”

#### Week 12
**Tues., Nov. 9**  
**Reasoning with the oppressed**  
**Reading:** Freire, excerpt from *Pedagogy of the Oppressed*

**Thur., Nov. 11**  
**The “other” (Not) getting by**  
**Reading:** Ehrenreich, excerpt from *Nickel and Dimed*

### The “horror” of unethical leadership

#### Week 13
**Tues., Nov. 16**  
**Heart of darkness**  
**Reading:** Conrad, *Heart of Darkness*

**Thur., Nov. 18**  
**Heart of darkness**  
**Reading:** Conrad, *Heart of Darkness*  
**Movie:** *Apocalypse Now*

#### Week 14
**Tues., Nov. 23**  
**Hollow leaders**  
**Reading:** Eliott, *Hollow Man*  
**Movie:** *Apocalypse Now*  
**DUE:** Paper #3

**Thur., Nov. 25**  
**Happy Thanksgiving! – Read *The Journey to the East***

### Leadership is service

#### Week 15
**Tues., Nov. 30**  
**Servant leadership**  
**Reading:** Hesse, *The Journey to the East*  
Greenleaf, excerpt from *The Servant as Leader*

**Thur., Dec. 2**  
**Wrap up, summary and concluding discussions**

**TAKE HOME FINAL EXAM – DUE DATE TBA**