For some are of opinion that the rule of a master is a science, and that the management of a household, and the mastership of slaves, and the political and royal rule, as I was saying at the outset, are all the same. --Aristotle

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COURSE DESCRIPTION
Leadership, like science, abhors a vacuum. Leadership is a phenomenon of society, a part of the interactive processes that defines the way we think of ourselves as members of political, religious, economic, social, educational, and interpersonal communities. We, as members of the human social group, are fascinated by our leaders—we worship some, deride others, and represent many in popular media. We spend countless dollars and hours examining leaders both historical and fictional, some of whom we laud as paragons and others we deride as villains. The traits we attribute to leadership vary widely based on circumstances, contexts, and historical eras, but are there universal characteristics to what defines leadership? Leaders require followers, but what causes some potential leaders to be successful? How do we—as both inside and outside observers—define success in leadership? What roles do we play as potential leaders and followers in making leadership successful?

The purpose of this course is to provide an introduction to some of the complexities that form the way we think about, study, and participate in leadership (and followership). We will examine political, philosophical, religious, literary, and popular texts and film in our attempt to define how the understanding of leadership has evolved. We will discuss the way in which we determine success or failure in leadership, but also the way in which that success or failure is influenced by ethical factors.

REQUIRED TEXTS
Social & Political Philosophy, edited by John Somerville & Ronald E. Santoni (Anchor)  
Utopia, by Thomas More (Yale)  
Macbeth, by William Shakespeare (Folger)  
Brave New World and Brave New World Revisited, by Aldous Huxley (HarperPerennial)*  
V for Vendetta, by Allan Moore (Vertigo)*

* This edition required.

All texts available at the University of Richmond Bookstore. Readings in the schedule from Social & Political Philosophy will be noted with (SPP). Additional readings will be provided on Blackboard (BB) or at Boatwright Library on Course Reserve (CR). All students are required to view V for Vendetta (2006), directed by James McTeigue. A screening will be set up for those interested in attending, but will not be mandatory.
Several of the readings on reserve are taken from *Leader’s Companion: Insights on Leadership Through the Ages* edited by J. Thomas Wren (CR-LC). Students may wish to purchase the complete text, especially if they are considering a major in Leadership Studies. It should be available in the University of Richmond Bookstore.

**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance/Class Participation</td>
<td>10%</td>
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<tr>
<td>Leading Discussion</td>
<td>5%</td>
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<tr>
<td>First Paper</td>
<td>15%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Weekly Response Journal</td>
<td>5%</td>
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<tr>
<td>Second Paper</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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**Attendance/Class Participation (10%)**

All students are expected to attend classes regularly and to contribute to class discussions.

**Weekly Response Journal (5%)**

Each student is expected to write a brief, informal response to the readings assigned for the week. There will be ten of these collected throughout the semester. Students are expected to demonstrate knowledge of the readings and to engage with them thoughtfully. Responses will not be graded on style or organization, only content.

**Leading Discussion (5%)**

Each student will be expected to lead discussion once during the course of the semester. Discussion leading is not a formal presentation; it is a series of questions and/or observations designed to stimulate discussion among the class. Students are expected to address the readings for the day and engage thoughtfully with them.

**Papers (35%)**

There will be two papers in this course. The first is a shorter paper (3-5 pages) due early in the semester, and the second is a longer paper (5-8 pages) due near the end of the semester. Students will be given prompts for both assignments, but are encouraged to choose leadership-related topics that are of interest to them, even if they are not covered in the prompts.

**Exams (45%)**

There will be both a midterm and a final exam. Students are expected to be present for both exams during their scheduled time. Exams will be a combination of short and long answer and essay questions.

**CLASSROOM POLICIES**

Students are expected to be on time to class. Lateness will impact a student’s attendance grade. Students are expected to be attentive to and respectful of the professor and the ideas of their peers.

Laptops are permitted, but use of the internet (via laptop, cell phone, or PDA) during classtime is strictly prohibited. Please make sure all cell phones are silenced or turned off. Students will not be allowed to answer their phones during classtime.
All written work is expected on time. Assignments turned in late will be penalized one full grade for each day they are late. All assignments are expected to be the student’s original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences.

If emergency circumstances inhibit a student from attending class or completing an assignment, the professor should be notified as soon as possible (preferably before class or the due date of the assignment). Extensions and make-ups are given only at the discretion of the professor. Exams cannot be made up except under the most extenuating of circumstances. Students needing accommodations should speak to the professor.

**Student Resources**
If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

Academic Skills Center (http://asc.richmond.edu or 289-8626) helps students assess their academic strengths and weaknesses; hone their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; work on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encourage campus and community involvement.

Career Development Center (http://cdc.richmond.edu/ or 289-8547) can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

Counseling and Psychological Services (289-8119) assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention and related services.

Speech Center (http://speech.richmond.edu or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

Writing Center assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work: http://writing.richmond.edu

Boatwright Library Research Librarians assist students with identifying and locating the best resources for class assignments, research papers and other course projects. Librarians also assist students with questions about citing sources correctly. Students can schedule a personal research appointment, meet with librarians at the library’s main service desk, email, text or IM. Link to http://library.richmond.edu/help/ask.html or call 289-8669.
COURSE SCHEDULE, LDST 101-05

Tues., Aug. 23
Welcome to LDST 101
What is Leadership? What is the study of Leadership? What are the types of Leadership?

I. The Origins of Western Leadership

Thurs., Aug. 25
Reading (Due today): Aristotle, Politics (SPP pp. 59-85, 95-100)
Spitzberg, “Paths of Inquiry into Leadership” (CR-LC pp. 33-36)

Tues., Aug. 30
Reading: Machiavelli, The Prince & Discourses (SPP pp. 101-138)
Assignment: Journal 1 Due

II. Leadership and Disobedience: Empowering Followers

Thurs., Sept. 1
Reading: More, Utopia (Book I)

Tues., Sept. 6
Reading: More, Utopia (Book II)
Assignment: Journal 2 Due

Thurs., Sept. 8
Reading: James, Speech to Whitehall, Basilikon Doron, True Law (BB)
Figgis, Divine Right of Kings (BB)

Tues., Sept. 13
Reading: Shakespeare, Macbeth Act I
Hobbes, Leviathan (SPP pp. 139-168)
Assignment: Journal 3 Due

Thurs., Sept. 15
Reading: Shakespeare, Macbeth Act II & III

Tues., Sept. 20
Reading: Shakespeare, Macbeth Acts IV & V
Assignment: Journal 4 Due

Thurs., Sept. 22
Reading: Locke, Second Treatise (SPP pp. 169-204)
Tues., Sept. 27
Reading: Rousseau, *Social Contract* (SPP pp. 205-238)
        Gardner, “Leaders and Followers” (CR-LC pp. 185-188)
Assignment: Journal 5 Due

Thurs., Sept. 29
Review for Midterm Exam

Tues., Oct. 4
MIDTERM EXAM

Thurs., Oct. 6
Reading: Thoreau “Civil Disobedience” (SPP pp. 282-301)

Tues., Oct. 11
NO CLASS – FALL BREAK

Thurs., Oct. 13
Reading: Marx & Engles, *Manifesto of the Communist Party* (SPP pp. 342-356)
        Engels, *Socialism* (SPP pp. 357-378)
Assignment: First Paper Due Today

III. Dissonance and Dystopia: Leadership, Oppression, and Revolution

Tues., Oct. 18
Reading: Huxley, *Brave New World* Chapters 1-3
        Miller, “Domination/Subordination” (CR-LC pp. 222-230)
Assignment: Journal 6 Due

Thurs., Oct. 20
Reading: Huxley, *Brave New World* 4-6
        Huxley, *Brave New World Revisited*, “Quantity, Quality, Morality”
        Huxley, *Brave New World Revisited*, “Over-Organization”

Tues., Oct. 25
Reading: Huxley, *Brave New World* 7-9
        Huxley, *Brave New World Revisited*, “Propaganda in a Democratic Society”
        Huxley, *Brave New World Revisited*, “Propaganda Under a Dictatorship”
        Huxley, *Brave New World Revisited*, “Brainwashing”
Assignment: Journal 7 Due

Thurs., Oct. 27
Reading: Huxley, *Brave New World* 10-12
Huxley, *Brave New World Revisited*, “Chemical Persuasion”
Huxley, *Brave New World Revisited*, “Subconscious Persuasion”

**Tues., Nov. 1**
Reading: Huxley, *Brave New World* 13-15
Huxley, *Brave New World Revisited*, “Over-Population”
Huxley, *Brave New World Revisited*, “Hypnopedia”

**Thurs., Nov. 3**
Reading: Huxley, *Brave New World* 16-18
Huxley, *Brave New World Revisited*, “Education For Freedom”
Huxley, *Brave New World Revisited*, “What Can Be Done?”

**Tues., Nov. 8**
Reading: Hitler, *Mein Kampf* (SPP pp. 441-462)
Mussolini, *Fascism* (SPP pp. 424-440)
Assignment: Journal 8 Due

**Thurs., Nov. 10**
Reading: Moore, *V for Vendetta* Book One, Chapters 1-9

**Tues., Nov. 15**
Reading: Moore, *V for Vendetta* Book One 10-11, Book Two 1-7
Gandhi, *Satyagraha* (SPP pp. 500-510)
Assignment: Journal 9 Due

**Thurs., Nov. 17**
Reading: Moore, *V for Vendetta* Book Two 8-14, Book Three 1-2

**Tues., Nov. 22**
Reading: Moore, *V for Vendetta* Book Three 3-11
Kidder, “Universal Human Values” (CR-LC pp. 500-508)
Assignment: Second Paper Due

**Thurs., Nov. 24**
NO CLASS – Happy Thanksgiving!

**IV. Where are we headed? Redefining Leadership for a Brave New World**

**Tues., Nov. 29**
Reading: *V for Vendetta* (film)
McFarland, Senn, Childress, “Redefining Leadership for the Next Century” (CR-LC pp. 456-463)
Assignment: Journal 10 Due

**Thurs., Dec. 1**
Review and Wrap-Up

FINAL EXAM TBA