Leadership and the Common Good  
LDST 309  

Fall 2011  
Course Syllabus  

Instructor: Dr. Douglas A. Hicks  
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Lakeview “office hour”: Monday, 4:00 – 5:00 p.m. (and by appointment)  

Class meeting time: Thursday 3:00 – 5:40 p.m.  
Class location: Lakeview 112  

Purpose  
This course examines political, economic, moral, and religious approaches to how societies determine and pursue goods in common. The course is structured around the comparative exercise of conceiving, measuring, and achieving goals of a well-functioning society. What is well-being, how do individuals and societies determine it, and how do leaders help communities to achieve it? How do different societies balance, or trade off, individual and collective welfare? How have leaders in various contexts moved citizens to embrace common goals? In talk of “common good,” which interests are prioritized and which are left out? The principal political contexts of comparison are the United States, the Scandinavian countries, and Mediterranean Europe. We will also examine questions of deprivation, development, and global assistance as they relate to other regions of the industrialized and two-thirds world. Finally, some assignment and activities will apply these perspectives on common good and collective well-being to the metropolitan Richmond context and local leadership initiatives.  

Seen another way, the purpose of this course is to engage a group of fifteen sophomore scholars (and their professor, and their resident advisor) in a shared intellectual and co-curricular adventure that is unlike any other in their undergraduate career. It will be incumbent upon each participant to draw upon their own academic background and intellectual talent and creativity to make their own contributions to this common enterprise.  

In addition to weekly reading and writing assignments, seminar discussions, and individual research projects and a midterm examination, this course includes occasional talks, discussions, and outside-of-class activities; a group project; and preparation for a weeklong travel seminar, in January 2011, to Madrid, Cordoba, and Granada, Spain.  

Learning Objectives:  
• Understand and articulate various conceptions (economic, political, moral, and religious) of individual and collective well-being  
• Learn how leaders succeed or fail in creating a commonly held vision  
• Gain an appreciation for how leaders and citizens can frame public goals  
• Understand cross-cultural differences in conceptions of self-interest and communal goods  
• Clarify students’ own conceptions of the social goods deserving of common pursuit
Leadership, Newspapers, and Contemporary Society

Students are strongly encouraged to follow current events online, especially in order to follow stories providing concrete examples for the study of leadership and the common good. We will be focusing on issues of local interest and of national application in the U.S., Spanish, and Danish contexts. Thus, websites such as these will be of significant value:

- www.timesdispatch.com
- www.nytimes.com
- www.washingtonpost.com
- www.bbc.co.uk/news/
- www.economist.com
- www.elpais.es
- www.abc.es
- www.elmundo.es
- www.jp.dk
- www.politiken.dk
- www.cphpost.dk

Required Texts (Available for purchase at the UR bookstore)


Harvard Business School case study (available for purchase at HBS Web site):


Course Components and Requirements

- **Class Contribution (10% of course grade)**

  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 two or three required events outside of class time. The key element of class discussion is quality, not quantity, of participation. Each student will be responsible for co-leading at least two discussions during the course of the semester, drawing upon their weekly essays and other preparations. Cell phones, BlackBerrys, etc., must be turned off or 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. It is by now counter-cultural to switch our brains to “all distractions off” mode—but this kind of focus is needed in order to accomplish the goals of our seminar.

Students will be penalized by three percentage points from their final grade for each unexcused absence beyond one absence.

- **Weekly Essays (10% of course grade)**

  By 11 p.m. each Wednesday evening, the student must post, on the course’s Blackboard site, an essay of no more than 500 words on the assigned reading for the following day. The essay should engage directly, critically, and imaginatively with one or more central ideas of the text(s). Of all of the weeks for which an essay is assigned, each student may opt out of two of those weeks’ essays. Although a grade will not be assigned to each paper, students will receive (at mid semester) a grade with comments for the essays of the first half of the term and, at semester’s end, a grade for the remainder of the essays.

- **Papers (40% of course grade)**

  **Paper #1 (15%) Monday, September 26 Measures of Well-being**
  A fuller description of this assignment will be provided with sufficient time prior to the due date.

  **Paper #2 (25%) Monday, November 21**
  A fuller description of this assignment will be provided with sufficient time prior to the due date.

- **Midterm Examination, written in class, Thursday, October 27 (20% of course grade)**

- **Group Research Paper and Presentation, Thursday, December 1 (20% of course grade)**

  This course includes a group research paper assignment that will enable teams of students with varied academic backgrounds to explore original topics. Some papers will be helpful in preparation for the travel seminar to Madrid and Andalusia, and others may serve as precursors for the spring research project (for which all students will receive a half-unit of credit) that the SSIR community will complete. More instructions on this paper will be provided to the students in the first three weeks of the course.

**Notes on Grading Procedures and the Honor System**

The deadlines for assignments are designed to create a framework in which students are treated fairly and equally and in which they are able to complete all assignments during the course of the semester. Requests for extensions will be granted only under dire circumstances. Computer crashes and other technological problems can be frustrating, but they are not a legitimate excuse for exceptions to the deadlines. Assignments will be penalized by one full letter grade (e.g., from B to C) for each day they are late.
The Jepson School supports and adheres to the provisions of the Honor System. Every piece of written work, including weekly papers, group project, and the midterm exam, must have the word, “Pledged,” along with the student’s signature, signifying the following: “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)

**Thursday, August 25  Leadership and the Common Good**
Introduction to the course; discussion of summer books (*Days of Grace* and *How Soccer Explains the World*) and essays; overview of semester, assignments, and sophomore scholars program

**Thursday, September 1  Happiness and Well-Being**
Daniel Gilbert, *Stumbling on Happiness*

**Thursday, September 8  Development and Capabilities**
Martha Nussbaum, *Creating Capabilities*

**Thursday, September 15  Introducing Denmark**
Arthur Daemmrich & Benjamin Kramarz, “Denmark: Globalization and the Welfare State” (case study)

**Thursday, September 22  Introducing Spain**
John Hooper, *The New Spaniards*, 1-88
Additional readings TBA, including a focus on “los indignados”

**Monday, September 26  Paper 1 Due**

**Thursday, September 29  Gender and Agency**
Esping-Andersen, *The Incomplete Revolution*, 1-110

**Thursday, October 6  Social Welfare, Children, and Family**
Esping-Andersen, *The Incomplete Revolution*, 111-174
Hooper, *The New Spaniards*, 108-144

**Thursday, October 13  Convivencia and Culture in Spain—week 1**
María Rosa Menocal, *The Ornament of the World*
Douglas A. Hicks, *With God on All Sides*, 79-89

**Thursday, October 20  Convivencia and Culture in Spain—week 2**
María Rosa Menocal, *The Ornament of the World*
Hooper, *The New Spaniards*, 410-416

***Required special event: October 20, 7:30 p.m., Alice Jepson Theatre, Modlin Center for the Arts, Performance by Compañía Flamenca José Porcel, Thursday,**
Thursday, October 27  Midterm Examination Written in Class
Professor attending International Leadership Association in London. No formal class session; students should use second half of seminar period to meet in groups to work on research projects.

Thursday, November 3  Religion, Secularism, Common Good
Zuckerman, *Society Without God*
Hooper, *The New Spaniards*, 91-107
Hicks, *With God on All Sides*, 169-176 (on reserve)

***Required event: Wednesday, November 9, 7:30 p.m., Camp Concert Hall, Modlin Center for the Arts, Sheryl WuDunn, author (with Nicholas D. Kristof) of *Half The Sky*

Thursday, November 10  Identity, Violence, and Globalization
Amartya Sen, *Identity and Violence*

Thursday, November 17  National Leadership and Regional Autonomy in Spain
Hooper, *The New Spaniards*, 163-282

Monday, November 21  Paper 2 Due

Thursday, November 24  Happy Thanksgiving

Thursday, December 1  Group Presentations Made in Class
Written Group Research Papers due at beginning of class

(Exam Slot) Friday, December 9, 9:00 a.m. - noon
Preparation for Trip to Madrid, Cordoba, and Granada
Hooper, *The New Spaniards*, selections TBA
Additional readings TBA

**Dates of trip:**
December 31, 2011  Departure:
11:00 a.m. meet at University of Richmond
2:00 p.m  meet at Dulles International Airport
5:30 p.m. flight from Dulles for Madrid

January 7, 2012  Return:
3:15 p.m. flight arrival to Dulles from Madrid
7:00 p.m. arrival (est.) on campus