Leadership and the Humanities
LDST 101-02 Fall 2013
Mondays and Wednesdays: 6-7:15 p.m.
Ryland Hall 120

Dr. Lauranett L. Lee
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Office Hours: Mon and Wed 5:20 – 5:50 and 7:30-8:00
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An essential grounding in the humanities provides the foundation for leadership.

Course Description:

The purpose of this course is to provide a foundation in leadership studies and the humanities. We approach this course through a model of shared learning experience. Class sessions will be lead by small groups who will provide commentary and insight on the assigned readings and engage the class in thoughtful discussions. This class is designed to create an environment in which everyone is encouraged to maximize their potential while maintaining their individuality.

Our guiding question is “what difference does difference make?” as we think about, study, and participate in leadership contexts. My role is to lead students to think critically about the challenges and opportunities in leadership studies and its intersection with the humanities. As a historian and curator of women and African American history and culture I welcome the opportunity to encourage students’ intellectual curiosity, strengthen research skills and facilitate dynamic interactions.

The readings and class discussions will focus on a series of central questions which challenge historical narratives about race, gender, class, sexual identity and the changing culture of leadership. Completion of this course should lay a foundation for further work in the field of leadership studies and the humanities. Additionally, students should come away with a greater appreciation for difference and diversity. Guest speakers are being invited and schedules are being confirmed. Please stay flexible yet prepared.

Required Texts:

*The Power of Invisible Leadership* by Gill Robinson Hickman and Georgia J. Sorenson (Sage Publications, 2013)

*Heroic Leadership* by Scott T. Allison and George R. Goethals (Routledge, 2013)

*Changing History, Virginia Women through Four Centuries* by Cynthia Kierner, Jennifer R. Loux and Megan Taylor Shockley (Library of Virginia, 2013)
The Laramie Project by Moises Kaufman (Vintage Books, 2001)

All texts are available at the University of Richmond Bookstore.

Course Requirements:
Attendance 10 percent
Class participation 10 percent
Midterm paper 25 percent
Team leader 15 percent
Final paper 25 percent
Team leader 15 percent

Participation will be calculated on quality, not simply quantity. It is expected that all the readings for a given date will be done in advance of that class meeting and everyone will be prepared to discuss the assigned materials.

There will be two papers in this course. The first is a 5-8 page research paper due on October 16. The second is a 7-10 page paper due on December 11. Students select leadership-related topics based on readings and discussions, campus events or current events. Please follow Chicago Style for footnotes and bibliography.

Monday, August 26
Welcome and Introductions:
What is the concept of the Orpheus Chamber Orchestra and why does it matter?
Overviews of Leadership Studies and the Humanities

Wednesday, August 28: Discuss the following readings:

A contextual reading will help you understand the times in which the March on Washington took place and the multiple tensions in American society during the mid-20th century. Read: Changing History: “‘The Real Issue…is one of Power”: Women, Civil Rights, and Feminism In the 1950s and Beyond,’ pp 301-352

Question: What does equality look like? What is the interplay between (in)equality and (in)visibility? Who were the leaders and where did they stand on civil rights issues? What difference does “difference” make?

Monday, September 2
Read: Heroic Leadership, Introduction, pp 1-27
Write: your thoughts on the readings
Question: Where were the examples of invisible leadership and heroic leadership in the 1960s?

**Wednesday, September 4**  
Write: your thoughts on the readings

**Monday, September 9**  
Read: *Heroic Leadership*, Transitory Heroes, pp 39-54  
Read: *The Laramie Project* by Moises Kaufman and the members of Tectonic Theatre Project

**Wednesday, September 11**  
Read: *Invisible Leadership*, Lighting the Path, pp 41-64.  
Read: *Heroic Leadership*, Transitional Heroes, pp 55-64

**EVENT:** Thursday, September 12 @ 7:30 Documentary screening of *The Laramie Project* in the Greek

**Monday, September 16**  
Read: *Heroic Leadership*, Tragic Heroes and Transposed Heroes, 67-78  
Read: *Changing History*, Revolutionary Times, 49-90.

**Wednesday, September 18,**  
Read: *Heroic Leadership*, Transparent Heroes, pp 72 - 94  
**EVENT:** Partnering with Communities for Sustainable Economic Justice: An East African Case Study with Ikal Angelei, Brown-Alley room, Weinstein Hall, 7 p.m.

**Monday, September 23**  
Review: *The Laramie Project* by Moises Kaufman and the members of Tectonic Theatre Project  
Read: *Changing History*, Red, White and Black in Colonial Virginia, pp 3-48

**September 24, Tuesday,** 7 p.m. Jepson Alumni Center  
**EVENT:** The Music Historian, Peter Guralnick, discusses Moving to a Different Beat: How a record producer changed music, shaped culture, and gave birth to rock ‘n’ roll.

**Wednesday, September 25**  
**Guest speaker:** Ted Lewis, Director of the LGBTQ Campus Life  
Read: *Invisible Leadership*, Experiences with Invisible Leadership, pp 65-75
Monday, September 30
Read: *Heroic Leadership*, Traditional Heroes, pp 96 -114

Read: *Invisible Leadership*, The Common Purpose as Leader, 77 – 86
*Heroic Leadership*, Traditional Heroes, pp. 130 - 144

Tuesday, October 1 @ 6 p.m. The Legacy of Matthew Shepard: An End to Hate with Judy Shepard

Wednesday, October 2
*Heroic leadership*, Traditional Heroes, pp 115 -129
Team presentations

EVENT: Friday, October 4, Out in the Media: LGBTQ Identity and News Coverage, 12:30-1:25

Monday, October 7
Read: *Historic Leadership*, Transforming Heroes, pp 164 – 180
Team presentations

Wednesday, October 9
Read: *Heroic Leadership*, Transfigured Heroes, 145-163
Team presentations

EVENT: Wednesday, Oct. 9 at 5:30, Library of Virginia Lecture on Lincoln: Real and Imagined. Registration required

Monday, October 14 Monday Fall break

Wednesday, October 16, mid term papers due
Individual oral presentations on your research paper

Monday, October 21
*Heroic Leadership*, Transcendent Heroes, pp 181 – 187
Team presentations

Wednesday, October 23
*Heroic Leadership*, pp 188-198
Team presentations

EVENT: Wednesday, October, 23 @ 7 p.m. Jepson Alumni Center,
The Cultural Critic, Giles Gunn, discusses *Bridging the Gap: Cultural Differences in a Globalized World.*

EVENT: Thursday, October 24, noon, UR Downtown, panel discussion, *Lincoln in Richmond, 1865 and 201*, registration required
Monday, October 28
*Heroic Leadership*, pp 188-198

October 29, **Tuesday**, 7 p.m. Alice Haynes room, Tyler Haynes Commons.
EVENT: Gender, Race and Money with Kimberly Dark
Read: *Changing History*, Antebellum Perils and Possibilities, 91-140

Wednesday, October 30
Critique two leadership blogs. Lead Change Group is a community dedicated to instigating a leadership revolution. See: leadchangegroup.com/leadership-blogs/

EVENT: Friday, November 1, 5-7 p.m. UR Downtown, RVA First Fridays Reception

Monday, November 4
Team presentations

November 6, Wednesday, Jepson Alumni Center, 7 p.m.
Team presentation
EVENT: The TV Critic, Emily Nussbaum, discusses *From I love Lucy to Breaking Bad*

Monday, November 11
Read: *Changing History*, Women in the Secession Crisis, Civil War, and Reconstruction, pp 141-198
Team presentation

Wednesday, November 13
EVENT: Wednesday, Nov. 13, Library of Virginia @ 5:30, lecture, *Richmond and the Lincoln Legacy*, registration required
Read: *Changing History*, The Progressive Era, pp 199-300
Team presentations

Monday, November 18
Read: *Changing History*, Women, Citizenship, and Change, 1930-1950s, pp 251-300
Team presentations
**Wednesday, November 20**
Team presentations

**Monday, November 25**
Review- *Changing History*, Women, Civil Rights, and Feminism in the 1950s and Beyond, pp 301-352
*Changing History*, Epilogue, pp 353-362
Wednesday, November 27  Thanksgiving Break

Monday, December 2
Team presentations

Wednesday, December 4
Team presentations

Wednesday, December 11  Wednesday final papers due

RESOURCES:

Academic Skills Center (http://asc.richmond.edu, 289-8626 or 289-8956): 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.

Boatwright Library Research Librarians (http://library.richmond.edu/help/ask.html or 289-8669): 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 in the first floor Research and Collaborative Study area, email, text or IM.

Career Services (http://careerservices.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 (http://caps.richmond.edu or 289-8119): Assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, 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** ([http://writing.richmond.edu](http://writing.richmond.edu) or 289-8263): 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.
Jepson School of Leadership Studies
Common Syllabus Insert

Awarding of Credit

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.
http://registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.
http://studentdevelopment.richmond.edu/disability-services/policies.html

Honor System

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”
http://studentdevelopment.richmond.edu/honor/

Religious Observance

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
http://registrar.richmond.edu/planning/religiousobs.html