Course Meetings:

Wednesday and Friday (10:30am to 11:45am)—Room 101

Course Purpose

Broadly, this course uses the study of leadership to examine the ways people organize to meet life’s challenges. In fact, leadership is fundamentally a social endeavor—the very process of leadership, indeed, requires followers. Prepare to not only interrogate theories of leadership and various leadership strategies, but the politics of following. During the first portion of the semester we will examine the discipline of leadership studies and various historical notions of leadership (and how context shaped these various ideas). We will then interrogate leadership in practice by looking at various leaders throughout recent history. I ask that you question how broader historical/cultural context often shapes traditions of leadership (and, followership) and how people organized various leadership strategies to meet unique challenges. A sizeable portion of the reading material is dedicated to examining how 20th century historical actors have met the challenges of leadership by organizing era-specific strategies. Over the semester’s duration, we will ‘draw upon the liberal arts’ (especially historical analyses) as a vehicle to advance our understanding of the nature of leadership. Lectures are often discussion based. Please come to class having not only seriously grappled with the reading material, but also prepared to speak intelligently about the information at hand.

Course Objectives

We will spend the semester not only analyzing leadership and the discipline of leadership studies, but also popular assumptions about what leaders are and are not. Below you’ll find a list of readings that beg you to question how historical actors organized various strategies to meet the demands of their respective eras. How did leaders and so-called ‘everyday people’ confront 20th century “isms”, in what ways did supposedly unremarkable Americans challenge longstanding beliefs about gender bias? How, for instance, did business elites maximize production and keep increasingly leveraged workers happy in the early 20th century? Answering
questions of this nature will drive at the heart of what leadership (and following) is and, perhaps, is not.

**Specific Learning Objectives**

1. This course begs students to think critically about leadership in practice and as a discipline. It also challenges (and, in some cases, affirms) presuppositions about leadership.
2. You will analyze theories of leadership, various leadership strategies, and actual leaders within historical and contemporary contexts.
3. You should interrogate various leadership styles, notions of followership, and the social dynamics that comprise these ideas.

Success in this course hinges upon your ability to read course material effectively, write about readings and lecture material intelligently, pertinently discuss various issues during class. THESE COMPONENTS ARE ESSENTIAL TO YOUR OVERALL PERFORMANCE IN THIS COURSE. To that end, I have several expectations for students during this semester’s duration.

1. **Class attendance is absolutely necessary!**
   a. Although I do not take attendance, I have designed papers and tests around not merely readings, but the material we traverse during lectures.
   b. You **may** use laptops to take notes during lectures. Please, however, refrain from using these devices for anything other than material relevant to lectures.
2. **This course requires that you engage reading material.**
   a. **THIS COURSE IS READING INTENSIVE!**
   b. I strongly urge that you not only complete readings prior to class, I require that you bring said readings to lecture/discussions (i.e., come to class prepared).
   c. Please be mindful of the reading load and try to stay abreast current readings.
3. **I expect all of you to participate relevantly to course discussion.**
   a. Please come to class prepared to talk extensively about the reading material and/or how the reading material relates to relevant subjects you think might enhance lecture/discussion.

**Required Reading**
All of the reading outlined below is required. Aside from the books detailed immediately below, I will also upload readings to blackboard. Blackboard readings are marked (blackboard) in the course schedule section below.


**Assessment & Course Requirements**

Principally, the Jepson School abides by the provision of the Honor System. All written material, including papers, exams, etc. must have the word, “Pledged”, along with students’ signatures. Writing “Pledged” signifies—“I pledge that I have neither given nor received unauthorized assistance during the completion of this work”.

- Class Participation & Attendance: 15% of final grade
- PowerPoint Presentation: 20% of final grade
- Writing Quizzes: 20% of final grade
- Mid-Term Exam: 20% of final grade
- Final Exam: 25% of final grade

**Grading Scale:**

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1. Attendance is Required
   a. Please see section on attendance and religious observance, [http://studentdevelopment.richmond.edu/disability-services/faculty-guide/class-attendance.html](http://studentdevelopment.richmond.edu/disability-services/faculty-guide/class-attendance.html)

**Major Assignments**
1. **Every-Other-Week Writing Quizzes**
   a. We will have reading quizzes every two weeks. These quizzes pertain specifically to the material in question. I design quizzes for you to showcase how well you understand the reading material. Even more importantly, you should make strong associations between lecture material and the readings when writing your responses to the prompts.
      i. Generally, these quizzes will take no more than 15-20 minutes. They’re not trick questions. In fact, I will ask you very straightforward queries about the reading material.
   b. Quiz Dates
      i. 9-16-13
      ii. 9-20-13
      iii. 10-4-13
      iv. 11-1-13

2. **PowerPoint Presentations/Research**
   a. In late November and early December, all of you (in groups of two) will present a PowerPoint lecture on a subject of your choosing (and, my approval). These presentations should grapple with 3 major questions—1) how does your topic relate to the study of leadership 2) what does your topic tell us about the nature of leadership, and 3) what historical challenges provided the context for topic in question. This project is designed to not only inform your classmates (and, myself) about the topic, but to also answer the three questions above as lucidly and intelligently as possible. A presentation’s effectiveness hinges upon your ability to do relevant research, cite research, articulate points clearly, provoke questions, and answer classmates’ questions in an intelligent manner. Above all, you should aim to fully integrate a healthy supply of both primary and secondary sources. We will want to know not merely what you think of the topic in question, but also what scholars have to say about your topic.
      i. You will be held accountable for (i.e., tested) information in PowerPoint presentations (not simply your PPP), so attendance is a must!

3. **Midterm and Final**
   a. Midterm—October 18 during normal class hours
   b. Final—Monday, December 9, 9am to 12pm
Staff members from the resources below are available to students for consultations regarding the points delineated below.

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](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.

**Career Services** ([http://careerservices.richmond.edu](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](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](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.

**Boatwright Library Research Librarians** ([http://library.richmond.edu/help/ask.html](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.

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**Course Schedule**

**CAUTION**—reading material assigned to a particular date pertain to the corresponding lecture. Reading(s) delineated on a particular day should be completed prior to the day I have slotted the material. For instance, readings designated for August 30 will appear beneath the heading August 28 (i.e., the readings under 8-28-13 pertain to the next lecture).

**Week One:** Interrogating Notions of Leadership
August 28: Course Introduction
Readings (for 8-30-2013):
  Aristotle, *Traditional Classics on Leadership*, 14-22

August 30: Interrogating The Meaning of Leadership
Readings
  Ayman and Adams, *The Nature of Leadership*, 218-245
  Rousseau, *Traditional Classics on Leadership*, 23-33

Week Two: **Context Matters**
September 4:
Readings
  Walker, *Traditional Classics on Leadership*, 304-309

September 6 (**QUIZ NUMBER ONE**): Charisma Alone?
Readings
  Marx and Engels, *Traditional Classics on Leadership*, 288-303

Week Three: **Following**
September 11: Behind the Scenes?
Readings
  Stanton, *Traditional Classics on Leadership*, 230-252

September 13: The Gender Division of Power
Readings
  Ciulla, *The Nature of Leadership*, 508-537
  Dupliessis-Mornay, *Traditional Classics on Leadership*, 279-287

Week Four: **The Politics of Ethical Leadership**
September 18: Making Good
Readings
  Wilson, *Hitler*, 1-36 *(blackboard)*
  Plato, *Traditional Classics on Leadership*, 3-13
September 20 (QUIZ NUMBER TWO): People Thought Like That!
Readings
Taylor, The Principles of Scientific Management, (blackboard)
Watts, The People’s Tycoon, 134-159 (blackboard)

Week Five: On Good Business
September 25: Pushing to the Limit
Readings
Watts, The People’s Tycoon, 178-198 (blackboard)
Emerson, Traditional Classics on Leadership, 253-262
September 27: Pushing to the Limit Continued
Readings
Okrent, Last Call, 1-34
Madison, Traditional Classics on Leadership, 41-46

Week Six: Political Leadership, Prohibition, and the Tyranny of the Minority
October 2:
Readings
Okrent, Last Call, 35-66 (blackboard)
October 4 (QUIZ NUMBER THREE): Documentary: Ken Burns’ Prohibition
Readings
Okrent, Last Call, 67-95 (blackboard)

Week Seven: Political Leadership, Prohibition, and the Tyranny of the Majority
October 9: Documentary Ken Burns' Prohibition (Continued) with discussion
October 11: NO CLASS
No Reading—Study for Exam

Week Eight: Exam Week!
October 16: Study Session for Exam
No Reading—Study for Exam!
October 18: Mid-Term Exam!
Readings
King, My Pilgrimage to Non-Violence, (blackboard)
Jackson, From Civil Rights to Human Rights, 25-51 (blackboard)

Week Nine: The Southern System and Civil Rights Leadership
October 23:
Readings
Hayter, We’ve Been Overcome, Entire Article
(blackboard)
October 25: Documentary: Whitney Young: The Powerbroker
Readings
Allyn Make Love, Not War, 1-5 (blackboard)

Week Ten: Women, Students, Leadership, and the Politics of Gender Equality
October 30: Here Me Roar
Readings:
Betty Friedan, The Feminine Mystique, 57-78 (blackboard)
November 1 (QUIZ NUMBER FOUR): Here me Roar continued
Readings:
Greenberg, Nixon’s Shadow, 36-72 (blackboard)
Machiaveli, Traditional Classics on Leadership, 87-96

Week Eleven: Interrogating “Great” Men
November 6: Nixon and the Culture of the Presidency
Readings
Greenberg, Nixon’s Shadow, 73-125
November 8: Group and Topic Selection & Documentary on Nixon
Readings
Read PowerPoint Presentation Handout (carefully)

Week Twelve: Research
November 13: Library
No Readings—Research for PowerPoint Presentations
November 15: Library
No Readings—Research for PowerPoint Presentations

Week Thirteen:
November 20: No Class
No Readings—Research for PowerPoint Presentations
November 22: Start Presentations
No Readings

Week Fourteen: Turkey Day Break
November 27: Thanksgiving Break
November 29: Thanksgiving Break
Week Fifteen: **PowerPoint Presentations**  
December 4:  
   NO READINGS  
December 6: **PowerPoint Presentations**  
   NO READINGS

Week Sixteen: **Final Exam Week**  
**Final Exam: Monday, December 9, 9am-12pm**
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