Course ID: LDST 101  
Instructor: Dr. Julian Maxwell Hayter  
Office Hours: Tuesday and Thursday 12:00pm to 1:15pm and by appointment  
Office Location: Jepson Hall 237

Course Meetings:

Tuesday and Thursday (1:30pm to 2:45pm)—Room 102

Course Purpose

Broadly, this course uses the study of leadership to examine the ways people organize strategies to meet life’s challenges. Leadership is fundamentally a social endeavor—the very process of leadership requires followers. As such, 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 so-called leaders throughout recent history. I ask that you question how broader historical/cultural context often shapes traditions of leadership (and, followership) and how notions of leadership shaped the ways people met challenges. 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 question the ways historical actors overcame (or did not) era-specific challenges. For instance, 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.

**General Expectations**

Success in this course hinges upon your ability to read course material effectively (you will not do well in this course if you do not read), write about the readings, and other course material intelligently. Be prepared to participate thoroughly in class discussion/lectures. Failure to adequately complete service learning requirements can wreak havoc on not only your grade, but also your learning experience in this course.

1. **Attendance and Classroom Protocol:** Class attendance is essential to your success in this course. I have designed papers to test not merely how well you have engaged the reading material, but also class discussions. You may not use laptops to take notes during class. Please keep your iPhones and iPads off of the desks! You may not record lectures.

2. **Reading Material:** **THIS COURSE IS READING INTENSIVE!** I strongly urge that you complete readings prior to class. I also require that you bring reading material to class. Please be mindful of the reading load and try to stay abreast current readings.

3. **Class Participation:** 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.

4. **Cheating:** Do your own work. Instances of cheating on coursework will be referred to the honor council. Our honor system prohibits unauthorized assistance in the completion of given assignments. All students are expected to understand and avoid plagiarism and all other forms of academic dishonesty. As such, you must pledge and sign all written material for this course-- “I pledge that I have neither given nor received unauthorized assistance during the completion of this work”. I will not grade assignments that students fail to pledge. You may not upload course materials from blackboard, class notes, etc. to any course-specific webpage (e.g., coursehero.com)

5. **Communication:** Please check your email regularly—email is our primary mode of out-of-class communication. I will respond to emails in a timely manner. However, I will not respond to messages sent after 8pm until the
next morning. Although email is a viable means to ask questions about the course, course material, or writing assignments, these questions may also be answered during office hours or by appointment.

**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 |
| Power Point 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:**

| A+ 4.0 | B+ 3.3 | C+ 2.3 | D+ 1.3 |
| A 4.0 | B 3.0 | C 2.0 | D 1.0 |
| A- 3.7 | B- 2.7 | C- 1.7 | D- 0.7 |
| F 0.0 | I 0.0 | M 0.0 | V 0.0 |
1. Attendance is Required
   a. Please see section on attendance and religious observance, 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 roughly 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. September 1
      ii. September 15
      iii. September 29
      iv. October 27

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 13
   b. Final—TBA
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): Assists students in assessing their academics strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging 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://wellness.richmond.edu/offices/caps/](http://wellness.richmond.edu/offices/caps/) or 289-8119): Assists students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include 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/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.

**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.

[registrar.richmond.edu/services/policies/academic-credit.html](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.
disability.richmond.edu/

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.”
studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

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

Course Schedule

Adjustments may be made to the course schedule as I see fit.

There may be slight variations in page numbers, as some of the books editions have been updated. Use your best judgment.

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 25 will appear beneath the heading August 23.

Week One: Interrogating Notions of Leadership

August 23: Course Introduction
   Readings (for ):
   Judge and Long, The Nature of Leadership, 179-209
   Aristotle, Traditional Classics on Leadership, 14-22
August 25: Interrogating The Meaning of Leadership
Readings
Ayman and Adams, *The Nature of Leadership*, 218-245
Rousseau, *Traditional Classics on Leadership*, 23-33

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**Week Two: Context Matters**
**August 30: Context**
**Readings**
Walker, *Traditional Classics on Leadership*, 304-309

September 1: *(QUIZ NUMBER ONE):* Charisma Alone?
**Readings**
Marx and Engels, *Traditional Classics on Leadership*, 288-303

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**Week Three: Following**

September 6: Behind the Scenes?
**Readings**
Stanton, *Traditional Classics on Leadership*, 230-252

September 8: The Gender Division of Power
**Readings**
Ciulla, *The Nature of Leadership*, 508-537
Dupliessis-Mornay, *Traditional Classics on Leadership*, 279-287

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**Week Four: The Politics of Ethical Leadership**

September 13: Making Good
**Readings**
Wilson, *Hitler*, 1-36 *(blackboard)*
Plato, *Traditional Classics on Leadership*, 3-13

September 15: *(QUIZ NUMBER TWO):* People Thought Like That!
**Readings**
Watts, *The People’s Tycoon*, 134-159 *(blackboard)*
Week Five: **On Good Business**
September 20: Pushing to the Limit
Readings
- Watts, *The People's Tycoon*, 178-198 *(blackboard)*
- Emerson, *Traditional Classics on Leadership*, 253-262
September 22: Pushing to the Limit Continued
Readings
- Okrent, *Last Call*, 1-34 *(blackboard)*
- Madison, *Traditional Classics on Leadership*, 41-46

Week Six: **Political Leadership, Prohibition, and the Tyranny of the Minority**
September 27: Continued
Readings
- Okrent, *Last Call*, 35-66 *(blackboard)*
September 29: *(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 4: Documentary Ken Burns' *Prohibition* (Continued) with discussion

October 6: **NO CLASS**
*No Reading—Study for Exam*

Week Eight: **Exam Week!**
October 11: Study Session for Exam
*No Reading—Study for Exam!*
October 13: **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 18: Civil Rights Leadership
Readings
- Hayter, *Intent to Effect*, Entire Article *(blackboard)*
October 20: Documentary: *Whitney Young: The Powerbroker*
Readings
Allyn *Make Love, Not War*, 1-5 *(blackboard)*

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**Week Ten: Women, Students, Leadership, and the Politics of Gender Equality**  
October 25: Here Me Roar  
Readings:  
Betty Friedan, *The Feminine Mystique*, *(blackboard)*  
October 27: *(QUIZ NUMBER FOUR)* Here me Roar continued  
Readings:  
Greenberg, *Nixon's Shadow*, 36-72 *(blackboard)*  
Machiaveli, *Traditional Classics on Leadership*, 87-96

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**Week Eleven: Interrogating “Great” Men**  
November 1: Nixon and the Culture of the Presidency  
Readings:  
Greenberg, *Nixon's Shadow*, 73-125  
November 3: *Group and Topic Selection* & Documentary on Nixon  
Readings:  
Read PowerPoint Presentation Handout (carefully)

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**Week Twelve: Research**  
November 8: Library  
No Readings—Research for PowerPoint Presentations  
November 10: Library  
No Readings—Research for PowerPoint Presentations

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**Week Thirteen:**  
November 15: Presentation Consulation  
No Readings—Research for PowerPoint Presentations  
November 17: *PowerPoint Presentations*  
Polish up the prezzyes!

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THANKSGIVING BREAK—ENJOY THE REPRIEVE!

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**Week Fifteen: PowerPoint Presentations**  
November 29: Presentations  
NO READINGS
December 1: **PowerPoint Presentations**  
NO READINGS

Week Sixteen: **Final Exam Week**  
**Final Exam: TBA**