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 Name: Leadership and the Humanities
E-mail: jhayter@richmond.edu
Phone: 804-287-6097

Course Meetings:

Sections 3 & 5: Tuesday and Thursday (9:00 am to 10:15 and 1:30pm to 2:45)—Room 120

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 community, organization, and followers. As such, we prepare to not only interrogate theories of leadership and various leadership strategies, but the politics of context and followership. During the first portion of the semester we will examine the actual discipline of leadership studies and various historical notions of leadership (we use history because its provides not merely examples, but a framework to interrogate how context shapes the ways people work with or against one another). 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. Examining this material drives 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.

1. **Attendance and Classroom Protocol:** Class attendance is not merely required, but also essential to your success in this course. I have designed quizzes and exams 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:** 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
- **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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<th>B+ 3.3</th>
<th>C+ 2.3</th>
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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’ve designed quizzes 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 10-15 minutes. They're not trick questions. In fact, I will ask you very straightforward queries about the reading material.

   b. Quiz Dates
      i. September 7
      ii. September 21
      iii. October 5
      iv. November 2

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 of your classmates’ presentations is a must!

3. **Midterm and Final**
   a. Midterm—October 19
   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 academic 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](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/](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](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](registrar.richmond.edu/planning/religiousobs.html)

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**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 31 will appear beneath the heading on August 29.**

Week One: **Interrogating Notions of Leadership**
August 29: Course Introduction
Readings (for the 31st):
Spector, *Discourse on Leadership*, 1-29
Aristotle, *Traditional Classics on Leadership*, 14-22

August 31: Interrogating The Meaning of Leadership
Readings
Spector, *Discourse on Leadership*, 33-55
Rousseau, *Traditional Classics on Leadership*, 23-33

Week Two: **Context Matters**
September 5: Of the Interpersonal & Contextual
Readings
Spector, *Discourse on Leadership*, 132-142
Walker, *Traditional Classics on Leadership*, 304-309

September 7: *(QUIZ NUMBER ONE): Charisma & Context Alone?*
Readings
Spector, *Discourse on Leadership*, 64-86
Marx and Engels, *Traditional Classics on Leadership*, 288-303

Week Three: **Following**
September 12: Behind the Scenes: Followership?
Readings
Spector, *Discourse on Leadership*, 118-132
Stanton, *Traditional Classics on Leadership*, 230-252

September 14: The Gender Division of Power
Readings
Ciulla, *The Nature of Leadership*, 508-537 *(blackboard)*
Dupliessis-Mornay, *Traditional Classics on Leadership*, 279-287

Week Four: **The Politics of Ethical Leadership**
September 19: Making Good
Readings
Wilson, *Hitler*, 1-36 *(blackboard)*
Plato, *Traditional Classics on Leadership*, 3-13

September 21: *(QUIZ NUMBER TWO): People Thought Like That!*
Readings
Taylor, *The Principles of Scientific Management* (blackboard)
Watts, *The People’s Tycoon*, 134-159 (blackboard)

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**Week Five: On Good Business**
September 26: Pushing to the Limit
Readings
Watts, *The People’s Tycoon*, 178-198 (blackboard)
Emerson, *Traditional Classics on Leadership*, 253-262
September 28: Pushing to the Limit Continued
Readings
Okrent, *Last Call*, 1-34 (blackboard)
Madison, *Traditional Classics on Leadership*, 41-46

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**Week Six: Political Leadership, Prohibition, and the Tyranny of the Minority**
October 3: Continued
Readings
Okrent, *Last Call*, 35-66 (blackboard)
October 5: **(QUIZ NUMBER THREE):** Documentary: Ken Burns’ *Prohibition*
Readings
Okrent, *Last Call*, 67-95 (blackboard)

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**Week Seven: Political Leadership, Prohibition, and the Tyranny of the Majority**
October 10: Documentary Ken Burns’ *Prohibition* (Continued) with discussion

October 12: **NO CLASS**
No Reading—Study for Exam

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**Week Eight: Exam Week!**
October 17: Optional Study Session for Exam
No Reading—Study for Exam!
October 19: **Mid-Term Exam!**
Readings
King, *My Pilgrimage to Non-Violence*, (blackboard)
Jackson, *From Civil Rights to Human Rights*, 25-51 (blackboard)

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**Week Nine: The Southern System and Civil Rights Leadership**
October 24: Civil Rights Leadership
Readings
Hayter, *Intent to Effect*, Entire Article
*(blackboard)*

October 26: 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 31: Hear Me Roar
Readings:
Betty Friedan, *The Feminine Mystique*, *(blackboard)*

November 2: *(QUIZ NUMBER FOUR)* Hear 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 7: Nixon and the Culture of the Presidency
Readings
Greenberg, *Nixon’s Shadow*, 73-125

November 9: Group and Topic Selection & Documentary on Nixon
Readings
Read PowerPoint Presentation Handout (carefully)

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**Week Twelve:** Research

November 14: Library
No Readings—Research for PowerPoint Presentations

November 16: Library
No Readings—Research for PowerPoint Presentations

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**THANKSGIVING BREAK—ENJOY THE REPRIEVE!**

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**Week Fourteen:** Presentations

November 28: Presentation Consulation
No Readings—Research for PowerPoint Presentations

November 30: PowerPoint Presentations
Polish up the prezzees!
Week Fifteen: **PowerPoint Presentations**  
December 5: Presentations  
    NO READINGS  
December 7: **PowerPoint Presentations**  
    NO READINGS  

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