Leadership in Modern Society
LDSP 390-01, Spring 2004
Tuesday/Thursday 12:45-2:00 pm; Jepson Hall 101

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"...nothing can be modern without change" (Eric Rothstein)

Course Description
We live in a world where we possess modern conveniences such as convection ovens, telephones and DVD players. We think modern thoughts such as rationalization is supreme, individuals are autonomous with distinct rights, and science enables us to do anything – even travel to Mars. While these statements may sound familiar, they only scratch the surface of what it means to be modern and live in modern times. What distinguishes modernity (the state of being modern) from other periods of thought, behavior, and technology?

For many of us, it is clear that we perceive some prominent social problems as embedded in the modern condition: homelessness, drug abuse, social disintegration, and poverty within capitalism. So, if we are modern (and, that is something we will address!) and live in modern times, do we have a modern conception of leadership that not only addresses such modern problems but also is, unto itself, something uniquely modern? What might "modern leadership" look like? How might this form of leadership differ from what is found in different times and places or among tribal, pre-modern, and postmodern societies?

In this course, students will focus on such questions and issues through an examination of modern social and modernity theories. Students will explore how our conceptions of leadership reflect and engage with key social theories about the modern condition. Students will also examine how modern society engenders specific ideas and practices of leadership. Thus, the course will question which challenges, obligations, and processes are unique to modern leadership especially in terms of how modern society reorganizes relations between the individual and society, time and space, and within/between the local and the global. We will explore early and contemporary theories of modernity, concentrating on hallmarks including bureaucracies, the decline of community, the rise of the individual, risk and trust, technology and science, ideas of progress, and capitalism.

This course is structured as a seminar on leadership in modern society. Although there are a few fixed readings and a number of predetermined topics, this course’s schedule of topics and readings is intended to be flexible and responsive to student interests and questions. Throughout the semester we will do "leadership checks" to address the relationship between the topic-at-hand and its application to the study and/or practice of leadership.
Course Objectives are
- to address what theories of modern society tell us about the definition, practice, goals, and responsibilities of leadership,
- to examine the relationship between social groups and individuals in terms of conception, action, obligation, and morality,
- to identify major theories associated with “modern society” and “modernity”, and
- to rethink leadership studies through theories of modern society.

Required Texts
*Imagined Communities* by Benedict Anderson
*Modernity and the Holocaust* by Zygmunt Bauman
*On Leadership* by John Gardner OR *Connective Leadership* by Jean Lipman-Blumen
Reserve readings (electronic article and book reserve)
Electronically linked readings
Other texts to be determined as semester progresses

Course Requirements & Grading
Participation: 20%
Participation includes leading classes, actively contributing substance to discussions, introducing materials, and actively taking part in all class activities. It is not “attendance” although absences & tardies will negatively impact the grade.

Critical Reviews 20%
Students will turn in 10 weekly reviews of 600 words (1 single-spaced page). In the reviews, students will critically address main arguments, raise questions about the material (there own problems or “thought” questions stemming from the readings), and synthesize the readings analytically. Papers are due at 5pm on the Monday before class; late papers and short papers will not be accepted. Please turn in papers in duplicate (hard copy) unless circumstances prevent you from being on campus. Grading will be as follows: 10 papers = 95%; 9 papers = 85%; 8 papers = 75%; 7 papers = 65%; 6 papers = 55%; 5 papers = 45%; 4 papers = 35%; 3 papers = 25%; 2 papers = 15%; and 1 paper = 5%

Examination: 20%
Mid-semester, students will take an in-class essay exam that covers course material up until that day. Students will participate in writing the exam.

Dialogue Paper 15%
In this short paper, students will examine a central theme of modernity theory/modern social theory by crafting a conversation or script among three theorists and the student. Each character will need to identify their position (including the student) and engage with the others in order to highlight difference and similarity among the approaches. More information will follow.

Term Paper 25%
In the term paper, students will critically review an assigned leadership studies text,
address and analyze key concepts within the text, and then redress these topics through modern social and modernity theories. More information will follow.

Policies

Attendance
The attendance policy is simple: attend and attend on time. Class discussion depends on students coming to class and coming to class well prepared.

Honor Code
The Jepson School supports and adheres to the provisions of the Honor System as sanctioned by the School of Arts and Sciences. Every piece of written work in this course much 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.”

Late Work
I will not accept late work except under the most exceptional conditions. Except as noted, all assignments are due in class. I will not accept assignments if students do not attend or come late to class.

Schedule of Topics and Readings
Although there are a few fixed readings and a number of predetermined topics, this course’s schedule of topics and readings is intended to be flexible and responsive to student interests and questions. Consequently, the schedule will change with regularity. Students will receive schedule updates with enough time to complete readings. Updates will be distributed in class and by email. For some topics, students will read different materials that they will then introduce in our general discussion.

R denotes a reserve reading (UR library)
EL denotes an electronically linked reading

Classics in social theory: identifying the “modern” condition
In this section, we examine how major social theorists address what they perceive to be the hallmarks of the modern condition, which depending on the theorist include growing economic inequality and dehumanization, alienation and the division of labor, the prison of bureaucracy, and the unraveling of a social moral order. These theorists’ ideas comprise the cornerstone for later theories of modernity and postmodernism, which in turn, permeate everything from architecture to business strategy.

January 13: Course Introduction
January 15: Overview: What is modernity?
EL Wallerstein, Immanuel “The End of What Modernity” in Theory and Society (JSTOR index; sociology journals)
http://links.jstor.org/sici?sici=0004-2421%2B199609%3A4%3C471%3ATEOWM%3E2.0.CO%3B2-Z

January 20: A little more overview: Should we say modernity or modernities?
On 1/15 we will decide whether we want more introductions or whether we will begin to dig into the classics. Reading assignments will be emailed to students on the evening of 1/15 and if needed, a new syllabus will be handed out on 1/20.

January 22: Marx, Karl: Capitalism and economic inequality
R excerpts TBA
R Dodd, Nigel “Modernity and social theory: Marx and Durkheim” from Social Theory and Modernity
Suggested if you are having trouble with Marx or want more information:
R Giddens, Anthony excerpts from Capitalism & Modern Social Theory

January 27: Durkheim, Emile Part I: Alienation
R excerpts TBA from The Division of Labor in Society

January 29: Durkheim, Emile Part II: Suicide and society
R excerpts from Suicide

February 3: Weber, Max: Bureaucracies, Institutions, & Moral Order
R excerpts from The Protestant Ethic and the Spirit of Capitalism
R Giddens, Anthony, “The Pre-Modern and the Modern” from The Consequences of Modernity

February 5: Modern Times (the classic silent Chaplin film)
Please watch before class – the media resource center has DVD and video copies of the film – plan on about 1.5 hours for viewing.

February 10: Foucault, Michel: Discipline and the Body
R excerpts from Discipline and Punish

February 12:

February 17:
February 19:

February 24:
February 26: Dialogue paper due in class

March 2:
March 4:

SPRING BREAK

March 16:
March 18: Examination

March 23:
March 25:

March 30:
April 1:

Technologies of Destruction: The Dark Side of “Progress” & a New Order
While many theorists have suggested that modernity is inherently contradictory
encompassing both ideas of progress and liberty (individuation) as well as engines for
increased discipline, institutionalization, and rationalization, few follow-out modernity-
inspired leadership activities on-the-ground. In this section, we will look at the darkest side
of modernity as culminated in Nazi programs and the Holocaust. We will address how
leadership values and makes meaningful ideas present in conceptions of modern society.
This is only a suggested placement – we will decide as a class when to read this text.

April 6: Bauman, Zygmunt Modernity and the Holocaust
April 8: Bauman, Zygmunt Modernity and the Holocaust
April 13: Bauman, Zygmunt Modernity and the Holocaust
April 15: Bauman, Zygmunt Modernity and the Holocaust
April 20: 
April 22: Last day of class, term paper due in class

There's no final examination in this course.

Course Topics
We will move through many although not all of these course topics. They are grouped in
clusters for associational purposes only – we can break apart the cluster and rearrange if
we so choose. How we progress and what we choose is dependent on student interest as
well as where our questions and discussions take us over the course of the semester. If the
class is divided about compatible subjects (i.e. individuals and selfhood) then we can split
readings as well. I will go over these topics during the first week of classes – and whenever
you have questions about the substance of these themes.

Community
Nationalism
For this topic, we will read the groundbreaking text Imagined Communities by
Benedict Anderson.

Individuals, Individuation, and Individualism
Structure & Agency
Identity, Selfhood, and Subjectivity
Intimacy

Risk, Rationality, & Exclusion
Trust, Democracy, Organizations

Technology and Science (The Internet, Cellular Technology)
Time, Space, & Travel
Postmodernism

Globalization, Transnationalism, Movement
Development and Modernization
Dan Wasserman
The Boston Globe
Tribune Media Services

OH, NO - IT'S AN SUV!
AND IT'S TALKING ON A CELLPHONE!