LDSP 390 01: Are Leaders Born or Made?
Monday/Wednesday 10:30-11:45, Jepson Hall 108
Spring 2010
Dr. Joanne B. Ciulla

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Course Description
The question “Are leaders born or made?” asks us to consider leaders as people and as a set of ideas. No matter what you think about the born/made question, your opinion inevitably rests on your concept of a leader. This course explores the origins of the idea of a leader in human history and how that concept shapes the way that we think about leaders today. The leader/follower relationship is a complex moral and emotional one that requires us to look at how people throughout human history determined who and what leaders are and should be. The course approaches the born/made question using literature from the sciences and the humanities. Students use the humanities to critically assess what evolutionary biology and zoology, paleontology, and anthropology have to say about the “born” question. They search ancient, classic, and some contemporary texts from religion literature, art, history, and philosophy in Eastern and Western cultures to ponder the “made” question. This course challenges students to discover some of the underlying ideas about leaders that transcend place and time.

Course Plan and Objectives
This is a discovery course. In it, the class and the instructor work together to answer the question “Are leaders born or made?” The syllabus lays out some general questions and the rest of the content will be determined by the class’s work. The assigned readings will be drawn from the bibliography (a partial one is attached) and other sources. All readings will either be from sources handed out in class or posted on Blackboard. Students will receive a copy of Matt Ridley’s book in class. In some classes, there will be a common reading and in others students will be asked to read different articles. Readings and student assignments will be filled in as the class develops its research. Guest speakers will visit class and the class will take a field trip to the Smithsonian. Students should come to class prepared to discuss the readings and/or present the findings of the topic they have been asked to research. The instructor will assess students based on their engagement in the class, and their resourcefulness, and their ability to produce insightful research.

Assignments and Grading
20% Participation This includes class attendance, participation in class activities, and research assignments.
40% Research Briefings (each student will do 4 of these, worth 10% each) The briefings will be delivered orally in class and the notes for them posted on Blackboard.
20% Exam on April 5
20% Final paper, each student will give their answer to the question based on the research done in class and their own research. Due on April 14.
Class Schedule

January 11 Introduction

I. What do animals and evolution tell us about nature and nurture?


January 20  Read: *The Agile Gene: How Nature Turns on Nurture*

January 22-23 The Greater Good Conference For more information go to: [http://jepson.richmond.edu/conferences/2009-10/colloquium.html](http://jepson.richmond.edu/conferences/2009-10/colloquium.html)


II. What can we learn from the ancients?
January 27  Dr. Hugh Leibert (UR, Jepson School) on the Sicilian leader Agesilaus

February 1

February 3

III. What about families of leaders and leader’s families?
February 8  Prof. Woody Holton (UR, history department) on Abigail Adams

February 10

February 15

February 17

IV. What do descriptions of God and gods tell us about what people think about leaders?
February 22

February 24

March 1 No class (to make up for *The Greatest Good* Conference)
March 3

March 8 & 10 **Spring Break**

March 15

**V. Are leaders born as men?**


March 22

March 24

**VI. Who is running the world and what are they like?**

March 29

March 31

April 5  **Exam**

April 7

April 12

April 14  Dr. Valarie Petit (EDHEC Leadership & Corporate Governance Research Centre, Lille, France) on the legitimacy of French business leaders

**Final papers due**

April 19  Compilation of class research

April 21  Conclusion

  **Partial Bibliography (for the first part of the course)**


http://classics.mit.edu/Plutarch/agesilus.html


