Course Meetings:

Tuesday and Thursday (10:30am to 11:45am)—Room 101

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.

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

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. 1-23-14
   ii. 2-6-14
   iii. 2-20-14
   iv. 3-27-14

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—March 6 during normal class hours
   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.

**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](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](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/](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](http://registrar.richmond.edu/planning/religiousobs.html)

**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 January 16 will appear beneath the heading January 14 (i.e., the readings under 1-16-14 pertain to the next lecture).

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**Week One:** **Interrogating Notions of Leadership**
January 14: Course Introduction  
Readings (for 1-16-2014):  
Aristotle, *Traditional Classics on Leadership*, 14-22

January 16: 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**  
January 21: Context  
Readings  
Walker, *Traditional Classics on Leadership*, 304-309

January 23 (**QUIZ NUMBER ONE**): Charisma Alone?  
Readings  
Marx and Engels, *Traditional Classics on Leadership*, 288-303

Week Three: **Following**  
January 28: Behind the Scenes?  
Readings  
Stanton, *Traditional Classics on Leadership*, 230-252

January 30: 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**  
February 4: Making Good  
Readings  
Wilson, *Hitler*, 1-36 (**blackboard**)  
Plato, *Traditional Classics on Leadership*, 3-13
February 6: (QUIZ NUMBER TWO): People Thought Like That!
Readings
  Watts, *The People’s Tycoon*, 134-159 (blackboard)

Week Five: **On Good Business**
February 11: Pushing to the Limit
Readings
  Watts, *The People’s Tycoon*, 178-198 (blackboard)
  Emerson, *Traditional Classics on Leadership*, 253-262
February 13: 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**
February 18: Continued
Readings
  Okrent, *Last Call*, 35-66 (blackboard)
February 20: (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**
February 25: Documentary Ken Burns’ *Prohibition* (Continued) with discussion
February 27: **NO CLASS**
  No Reading—Study for Exam

Week Eight: **Exam Week!**
March 4: Study Session for Exam
  No Reading—Study for Exam!
March 6: **Mid-Term Exam!**
Readings
  King, *My Pilgrimage to Non-Violence*, (blackboard)
  Jackson, *From Civil Rights to Human Rights*, 25-51 (blackboard)

**SPRING BREAK (March 7 through 16)**
Week Ten: **The Southern System and Civil Rights Leadership**  
March 18:  
Readings  
Hayter, *We’ve Been Overcome*, Entire Article *(blackboard)*  
March 20: Documentary: *Whitney Young: The Powerbroker*  
Readings  
Allyn *Make Love, Not War*, 1-5 *(blackboard)*

Week Eleven: **Women, Students, Leadership, and the Politics of Gender Equality**  
March 25: Here Me Roar  
Readings:  
Betty Friedan, *The Feminine Mystique*, 57-78 *(blackboard)*  
March 27: *(QUIZ NUMBER FOUR)* Here me Roar continued  
Readings:  
Greenberg, *Nixon's Shadow*, 36-72 *(blackboard)*  
Machiaveli, *Traditional Classics on Leadership*, 87-96

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

Week Thirteen: **Research**  
April 8: Library  
No Readings—Research for PowerPoint Presentations  
April 10: Library  
No Readings—Research for PowerPoint Presentations

Week Fourteen:  
April 15: No Class  
No Readings—Research for PowerPoint Presentations  
April 17: **Start Presentations**  
No Readings
Week Fifteen: **PowerPoint Presentations**  
April 22:  
   NO READINGS  
April 25: **PowerPoint Presentations**  
   NO READINGS

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