This course is designed as a beginning point for the examination of the issues and concepts involved in the study of leadership by focusing on the nature and character of leadership itself. The readings and class discussions will address several basic questions: What is leadership and its elements? How does context affect the nature of leadership? What are the moral purposes of leadership properly understood?

By focusing on the foundations of leadership studies, this course will not be a survey of the existing literature on leadership studies. Rather, it will proceed from a careful study of several classic texts that touch upon the problems and prospects of leadership as the manifestations of the problems and prospects of human nature, books that have the ability to enlighten our understanding of the often elusive concept of leadership. We will examine leadership from several perspectives within the humanities: history, political philosophy, politics, literature, music, and film.

In addition to the readings, you will be expected to keep abreast of current events by reading a major daily newspaper such as the New York Times, the Washington Post, or The Wall Street Journal.

Attendance and participation are expected and will be reflected as part of the final grade (15%). There will also be a mid-term examination (25%); a short paper on a topic to be assigned (25%); and a comprehensive final examination (35%). The grade for participation will also include unannounced quizzes and additional brief paper assignments to guide class discussion.

Participation will be calculated on quality, not simply quantity. It is expected that all the readings for a given date will be done in advance of that class meeting and everyone will be prepared to discuss the assigned materials.
Class Reading Assignments

I. Leadership and the Human Condition (January 13, 15)

A. Notions of Justice
   Aristotle, *Nicomachean Ethics* (handout)
   Aristotle, *Politics* (handout)
   Thomas Hobbes, *Leviathan*, chapter 13

B. Truth and Opinion
   Plato, *The Republic* (handout)
   Shirley Jackson, “The Lottery” (internet)
   James Madison, *The Federalist*, No. 10

C. The Study of Leadership
   James MacGregor Burns, *Leadership* (handout)
   Thomas Wren, ed., *Leader’s Companion*, (handout)

II. Leadership and Film (January 20)

   Required viewing of *Patton* Sunday, January 18, 3:00-6:00pm in Adams Auditorium in the Media Research Center on the second floor of Boatwright Library

III. Leadership and History (January 22, 27, 29; February 3, 5)

   Thucydides, *The Peloponnesian War*

      Fear and Necessity: The War Comes (January 22)
   Book I: chapters 1-89; 118-146; pp. 1-49; 65-85
Nature and Convention: The Case of Pericles (January 27)
Book II, chapters 34-65, pp. 110-128

Justice and Expediency (January 29)
Book III, chapters 1-49, pp. 159-183; chapters 52-68, pp. 185-193

The Sedition in Corcyra (February 3)
Book III, chapters 70-85, pp. 194-201

Justice and Morality: The Melian Dialogue (February 5)
Book V, chapters 84-116, pp. 350-357

IV. Leadership and Political Philosophy (February 10, 12, 17, 19, 24, 26)
A. Niccolo Machiavelli, The Prince (entire) (February 10, 12)

B. Thomas Hobbes, Leviathan (February 17, 19)

C. John Locke, Two Treatises of Government (February 24, 26)
“Preface”, pp. 137-140; First Treatise: chapter one, pp. 141-143; Second Treatise: chapters 1-4, pp. 267-285; chapters 7-14, pp. 318-380; chapter 18, pp. 398-406

*******************************Reading Day (March 3)*******************************

************* March 5th Mid-Term Examination*************

V. Leadership and Literature (March 17, 19)
William Shakespeare, Coriolanus (entire); view film version

VI. Leadership and Politics (March 24, 26, 31; April 2, 7, 9)
A. The Federalist Papers (March 24, 26, 31)
The Declaration of Independence
The Articles of Confederation
The Constitution
The Federalist, Nos.1, 6 9-10,14-16(March 24);37-39,47-49, 51(March 26); 62-63, 70-72, 78, 84 (March 31)
B. A. Lincoln, Selected Speeches and Writings (April 2, 7, 9)

Speeches and Letters:

A. (April 2)

“To the People of Sangamo County,” pp. 3-7
“Address to Young Men’s Lyceum,” pp. 13-21
“Address to Temperance Society,” pp. 34-43
“Speech at Republican Banquet,” pp. 115-116

B. (April 7)

“House Divided Speech,” pp. 131-139 (November 12)
“Letter to Henry Pierce and Others,” pp. 215-217
“Address at Cooper Institute,” pp. 240-251
“Farewell Address at Springfield,” p. 217
“First Inaugural Address,” pp. 284-293
“Letter to Horace Greeley,” p. 343

C. (April 9)

“Meditation on the Divine Will,” p. 344
“Address at Gettysburg,” p. 405
“Letter to Albert Hodges,” pp. 419-421
“Second Inaugural Address,” pp. 449-450

VII. Leadership and Music (April 14, 16, 21)

A. The Carter Family (April 14)

“Single Girl, Married Girl”
“Sunshine in the Shadows”
“Keep on the Sunny Side”
“No Depression in Heaven”

B. Woody Guthrie (April 16)

“I Ain’t Got No Home”
“Jesus Christ”
“Pretty Boy Floyd”
“This Land is Your Land”

C. Bob Dylan (April 21)
“Blowin’ in the Wind”
“The Times they are A-Changin’”
“Hard Rain’s A-Gonna Fall”
“When the Ship Comes In”

VIII. Can Leadership be Taught? (April 23)
Jepson School of Leadership Studies

Common Syllabus Insert

*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

*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

*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/

*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