Leadership and the Meaning of Work
LDSP 390.03, Spring 2015
Prof. Joanne B. Ciulla

Monday 3:00-5:40 in Jepson 102
Office: Jepson 244
Phone: 804-287-6083
Office hours: By appointment

Course Description
It is almost impossible to think about leadership without imagining people engaged in some form of work. Their work may be the work of the hands, the mind, the spirit or the body. This seminar examines the meaning of work and how people find meaning in their work. Moreover it looks at the role that work plays in the good life. Students explore the history of the meaning of work and related literature from philosophy, literature, art, psychology, sociology, and economics. They will also look at the challenges to meaningful work and leading a meaningful life in today’s complex economic environment. This is a seminar and as part of it, each student will present a portion of the class on a topic related to the readings.

Objectives
• Examine the relationship between leadership and work
• Learn about the history of the meaning of work
• Examine how work influences identity
• Analyze the relationship between justice and work
• Critique the current state of work
• Speculate on the future of work
• Reflect on the meaning of work and the nature of the good life

Texts
• Black Board BB (additional readings will be assigned and posted on Blackboard as the course progresses.)

Requirements
2 Exams (20% each) 3/2 & 4/20
Term paper (25%) 4/6
Class presentation (15%)
Participation and homework (20%)
Participation and Classroom Policies

Participation is an important part of your grade in a seminar. Exemplary class participation consists of specific and insightful discussion of the readings, input from homework assignments, good questions concerning the class materials, and overall contribution to the class. It also includes integrity in the way that you do your assignments and exams, adherence to class times, and other conditions and instructions laid out in this syllabus. You will be graded on participation for each class with a 1, 2, or 3 (a zero if you do not attend).

All electronic devices must be turned off at the beginning of class. You may not use your computer in class, without permission from the professor. Unless there is a pressing physical need to get up during class, students should not leave the room until the class is over. There will be a break at 4:15. This syllabus should be regarded as a contract. Due dates for papers and exam dates are set, so please mark them down on your calendar. **Late papers will not be accepted, even if they are the result of computer problems.** Papers should be handed in hard copy unless otherwise noted. All grades will be entered as percentages. Final grades are not rounded up or down and grades are non-negotiable. The values are as follows:

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Course Schedule

I. January 12  Introduction

**Martin Luther King Day: No Class**

II. January 26  Identifying the Issues I: Employment and Unemployment

Read: Introduction xi-xvii and Why Work?


Part I David Weil, *The Fissured Workplace: Why Work Became So Bad for So Many and What Can Be Done to Improve It*
III. February 2 Identifying the Issues II: How People See Work
Read: What is Work? 22-34
  Studds Terkel, Working, ix-xxiv
  Reports on assigned Selections from Working

IV. February 9 The History of Meaning
Read:  Hesiod, Works and Days
  From Curse to Calling, 35-53
  Guest: Lauren Bifulco (Jepson 2006), Business Development Manager, SnagAjob

V. February 16 Ideas of Good and Bad Work
Read:  Romantic Visions, 54-72
  ⚡ Joint class on serfdom and labor in the 1880s in Russia

VI. February 23 Leadership and Power
Read:  Work and Freedom, 73-89
  Video clips from Modern Times

VII. March 2       Exam I

Spring Break

VIII. March 16 Leadership and Industrialization
Read:  Taming the Worker, 90-105
  Karl Marx, “Estranged Labor,” 1844 Manuscripts BB
  Karl Marx and Friedrich Engels, The Manifesto of the Communist Party BB
  ⚡ Joint class on interpretations of Marx

IX. March 23
Read:  How Did Work Get So Confusing? 106-126
  Guest: Edwin Meese, former U.S. Attorney General to President Reagan

X. March 30 Dinner and a Movie Night Class from 4:30-8:00
  Read:  The Promising Workplace, 127-150
  Betrayal, 151-170
  Movie: Office Space

XI. April 6 Technology and the Future of Work
Read:  Open Society Papers BB

April 8 Term paper due by 5:00

XII. April 13 Time and The Good Life
Read:  Time, 171-191
  Leisure and Consumption, 192-206
  The Search for Something More, 207-227
Robert C. Solomon, “Strategic Planning for the Good Life” BB
Aristotle, excerpt from Nichomachean Ethics BB (with Solomon article)

XIII. April 20  Exam II

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