LDST 390-03: Public Lives, Personal Narratives, and Persona
University of Richmond  Spring 2016
Leadership Studies 390-03  Jepson Room 108
Wednesdays 6-8:40 p.m.
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Office hours:  Tuesdays: 5:45 -7:00 p.m. Jepson Hall 239

Overview:
Robert Carter III, also known as the great emancipator, commissioned his portrait. Dressed in garb from an earlier century his likeness painted by Thomas Hudson is composed of vivid colors; his stance and clothing depict a prosperous member of elite status. He holds a mask in his outstretched left hand. Robert Carter emancipated at least 500 enslaved people; his actions freed Virginia’s largest single group of enslaved people in the period from 1791 to 1804. Unlike the era’s few slave owners who manumitted their enslaved workers, Carter freed his slaves while he was still living rather than in a will. He created a meticulous plan for the staggered emancipation of his Af-Am workers. His persona as depicted in Hudson’s portrait suggests a complex. Indeed, he was a misunderstood leader who defied societal expectations.

This portrait has haunted me since I first encountered it in 1992 as an intern at the Virginia Historical Society. Since then I have studied it and the life and legacy of Robert Carter III. This class will examine the use of material culture and manners to fashion a public identity. We will explore how leaders shape and are shaped by the world and the ways in which their personal narratives and public selves merge to create a persona that becomes a second skin. What context clues help us understand and appreciate the actions of men and women who shape society? How might an adherence to deference and decorum create and/or determine how the world views an individual? We will begin with Robert Carter’s life, legacy and portrait before moving into the Gilded Age South with a focus on Maymont House and its occupants. We follow with an investigation of women’s evolving public image during the Civil Rights era and we conclude with an international exploration of political leaders.

Objectives: Students will examine leadership studies from the perspective of self-presentation in the form of demeanor, clothing, portraits, buildings, cities, and associated material culture.

Students will visit historical sites to gain a deeper appreciation of context and culture

Students will devote attention to the politics of difference, specifically investigating race, class and gender as it relates to leadership

TEXTS:


**Individual site visits:**

**Capitol Square**
The Capitol building is open Monday through Saturday 8:00-5:00 and on Sundays from 1:00 – 5:00 p.m. [www.virgiaciapitol.gov/visitors](http://www.virgiaciapitol.gov/visitors).

**Virginia Historical Society**
VHS is located at 428 North Boulevard in Richmond and is open Monday –Saturday 10-5 p.m. and Sundays from 1-5 p.m. and free. [www.vahistorical.org](http://www.vahistorical.org)

**Maymont House**
Maymont is located at 1700 Hampton Street and is open Tuesday through Sunday from 12-5. $5.00 suggested donation. [www.maymont.org](http://www.maymont.org)

**Course Requirements:**
Attendance is required. Please notify me by e-mail [ilee@richmond.edu](mailto:ilee@richmond.edu) if/when you will be absent. Class participation is required which includes active listening and thoughtful comments, analysis and inquiries. In addition to class discussions participation will include **10-15 minute oral presentations**. Participation is valued at 25 points. **Five 6-8 page essays**, each valued at 15 points are required. Refer to Chicago Style regarding footnotes and bibliography. Please double-space, number pages and staple your work.

**RESOURCES:**

**Academic Skills Center** ([http://asc.richmond.edu](http://asc.richmond.edu), 289-8626 or 289-8956): Helps students assess their academic strengths and weaknesses; hone their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; work on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encourage campus and community involvement.

**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 personal research appointments, meet with librarians in the first floor Research and Collaborative Study area, email, text or IM.

**Career Services** ([http://careerservices.richmond.edu/](http://careerservices.richmond.edu/) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning
experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

**Counseling and Psychological Services** ([http://caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

**Speech Center** ([http://speech.richmond.edu](http://speech.richmond.edu) or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

**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.

**Schedule:**


January 20: Class discussion on the readings.
Assignment: read pp 100-203 in *Refinement of America* and Visit Virginia Historical Society. Take a self-guided tour of the permanent exhibit, the Story of Virginia. Pay particular attention to the section on Virginia’s gentry and Robert Sully’s portrait of Robert Carter, III. Be prepared to discuss in conjunction with your reading of *Refinement of America*.

January 27: Class discussion regarding VHS site visit

February 3: Class discussion regarding reading and site visit
Assignment: prepare for oral presentation first paper

February 10: **Oral presentation and essay due**: *Refinement of America*. Incorporate your findings from site visits.
Assignment: begin reading *From Morning to Night*

February 17: **Research Day**
Assignment: finish *From Morning to Night*. Also read *Refinement of America*, pp 238 - 401; visit Maymont House. Begin drafting 6-8 page essay (see March 2)
February 24: Assignment: **attend The Perils of Good Intentions, 7 p.m.** in the Jepson Alumni Center. Vanity Fair contributing editor and author of *The Idealist: Jeffrey Sachs and the Quest to End Poverty*, Nina Munk.

March 2: Recap Nina Munk’s presentation. **Oral presentations and Maymont essay due** summarizing your reading and site visit of Maymont House, Sallie and Major Dooley and their public lives, personal narratives and persona in the Gilded Age South.

March 9: **SPRING BREAK**

March 16: Return papers. Review literature to date. Begin class discussion regarding *Liberated Threads.*
Assignment: Read chapters 1-3

March 23: Class discussion *Liberated Threads, Chapters 1-3*
Assignment: read Chapters 4-6

March 30: Class discussion on chapters 4-6; **essay due on Liberated Threads.**
Assignment: Read chapter 1-4, *Why Leaders Fight."

April 6: Class discussion: *Why Leaders Fight, Chapters 1-4.*
Assignment: re-read chapter 5; conclude with chapter 6, *Why Leaders Fight*

April 13: Class discussion chapters 4-6, *Why Leaders Fight, essay due.*
Assignment: draft finals

April 20: Oral presentations and **final essay due**

April 27: Finals week
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