

LDST 101
Foundations of Leadership Studies
Jepson School of Leadership
Spring 2008

Professor Karen Zivi
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Course Description:

While there is no single definition of the phenomenon we call leadership, nor a single approach to its study, for the purposes of this class we are going to study leadership as a process of influencing a group to achieve common goals. That definition, however, begs a number of important questions including: Who does the influencing? How and to what end(s)? Is the leader the person who is clearly in charge, in a position of “assigned” power? Or can a leader “emerge” from the group itself? Are the members of the group simply “followers” or are they active participants in the leadership process? What, in other words, is the relationship between the leader and the group members? And what makes someone a “good” leader? Is it someone who can persuade a group to accomplish certain goals, any goals? Or does leadership have a specific moral purpose? And how does context affect the nature of the leadership process?

The leadership process can be studied in a number of contexts including business, politics, and general group activities. This class will focus on the question of leadership in the context of political societies, particularly those that consider themselves or strive to be democratic. We will thus consider the questions above in light of different understandings of the ends or goals of political society, of the rights and responsibilities of citizens, of our nature as human beings, and of the purpose and scope of government. Classic works in the history of Western political thought will serve as the basis for this inquiry.

Required Reading:

Wren, *The Leader's Companion* (LC)
Machiavelli, *The Prince*
Locke, *Second Treatise*
Tocqueville, *Democracy in America*
Readings on e-reserve (R)
Handouts (H)
Web Documents

Course Objectives:

1. To introduce students to some of the key concepts and texts in the field of leadership studies;
2. To introduce students to the relationship between political theory and leadership studies;
3. To improve students' critical thinking and reading skills.

Course Requirements:

Class Participation	10%
Group Presentation	20%
Midterm Exam	30%
Final Exam	40%

1. Class Participation: 10%

This class will combine lecture with seminar style discussion and group activities. In order for the class to work, your attendance, participation, and preparedness is required. Please be sure to have done the readings for the day assigned and bring those readings with you to class. Keep in mind that participation grades will be based on the *quality* of contributions made to discussion not simply quantity or attendance.

Class participation also entails attending and reporting back on one of the following Jepson Leadership Forum Events.

Leadership Forum Events Include:

Jan. 23: Taking the Nation's Pulse

Feb. 12: Leading with a Feminist Curiosity: How to Explore Our Militarized Culture

Feb 21-29: Discussions on Domestic Violence

March 18: Rage, Rap, Reality: An Evening with Chuck D

April 1: A People's History of Rights, Justice and Change

April 2: The Next Vanguard in Civil Rights—Abandoning the Myth of Meritocracy

For more information, go to <http://jepson.richmond.edu/events/forum07/index.htm>. You are responsible for getting tickets to the event you wish to attend and returning them to me as proof of your attendance. If, for some reason, you cannot attend any of the forum events, please see me as soon as possible to discuss other options.

2. Group Presentation: 20%

Students will sign up for one of four group presentations. Each group will be in charge presenting a specific portion of the reading to the class, and all students will receive the same grade for the presentation unless there is a problem. If a problem arises, members of the group must make this known to me in a timely fashion. Additional guidelines to follow.

3. Midterm Exam: 30%

This in-class exam will likely consist of three sections: matching, short answers, and an essay question. More information about the exam will be given later in the semester.

4. Final Exam: 40%

This in-class exam will be cumulative, though an emphasis will be placed on readings covered after the midterm. Like the midterm, the final will likely consist of matching, short answers, and an essay question.

Classroom Policies:

Exams: Exam make-ups will be given at the discretion of the instructor and will incur a 1/3 grade deduction penalty except in cases of medical or family emergency.

Creating a Respectful Classroom: In order to facilitate the learning process and to give due respect to all members of the classroom community, please adhere to the following policies:

1. *Cell Phones:* Turn off all cell phones before entering the class. By off, I mean completely off, not simply on silent or vibrate. Cell phones may be confiscated if they make noise that is distracting to others or if you text message during class;
2. *Laptops:* You may use laptops for taking notes ONLY. Use of laptops should not inhibit your ability to engage in classroom discussion. If, for some reason, I find that laptop use is distracting, I will ask you to discontinue their use.
3. *Tardiness:* If you must be late to class, please make a subtle entrance. Repeated tardiness will have a negative impact on your participation grade;
4. *Leaving Class While In Session:* Please do not get up in the middle of class unless it is an ABSOLUTE EMERGENCY. Repeated disruptions will be acknowledged and will affect your participation grade;
5. *Classroom Discussion:* Debate and disagreement is expected and encouraged, but incivility and disrespect will not be tolerated.

Email: The best way to reach me if you have a question is, of course, to come to my office hours or to make an appointment to see me. The next best thing to do is send an email to kzivi@richmond.edu. Just keep in mind the following: I respond to email only periodically during business hours (approximately 9am - 5pm); I will do my best to respond within a day or two, though an immediate response is unlikely; I do not respond to email during the weekends except under special circumstances; and if you haven't heard from me within a couple of days you're welcome to email me again (email does sometimes get lost). If your email is purely informational, I am likely not to reply. Please don't be offended by this. It is simply a time-saving measure.

Class Schedule

I. What is the Study of Leadership?

- 1/15** **Introduction to Foundations**
- 1/17** **Leadership Studies: Why and What?**
“The Cry for Leadership,” (LC, ch. 1)
“The Crisis of Leadership,” (LC, ch. 2)
“Defining a Citizen Leader,” (LC, ch. 3)
“Servant Leadership,” (LC, ch. 4)
- 1/22** **Leadership as a Dynamic Process**
“The Meaning of Leadership” (LC, ch. 7)
“What is Leadership” (LC, ch. 8)
“Leaders and Followers” (LC, ch. 29)
“Leaders and Followers are People in Relationships” (LC, ch. 30)
- 1/24** **Leadership and Contemporary Politics**
“Transactional and Transformational Leadership” (LC, ch. 19)
“Beyond the Charismatic Leader,” (LC, ch. 21)
“She’s the Candidate: A Woman for President” (R)

II. Leadership in Political Societies: Considering “Human Nature”

- 1/29** Machiavelli’s *The Prince*, Chapters 1-11
- 1/31** Machiavelli’s *The Prince*, Chapters 12-26
- 2/5** **Group Presentation:** Machiavelli, *The Prince*
- 2/7** James I: “Trew Law of Free Monarchy”
<http://personal.pitnet.net/primarysources/stuart.html>
- 2/12** Hobbes, *Leviathan*, chs. 13-14
<http://www.fordham.edu/halsall/mod/hobbes-lev13.html>
- 2/14** Locke, *Second Treatise*
Chapters 1-4
- 2/19-2/21** Locke, *Second Treatise*
Chapters 5-9, 13-14
- 2/26** **Group Presentation:** Locke, *Second Treatise*, Chapter 19
* Declaration of Independence (H)

2/28 Locke, *Second Treatise*
Concluding discussion

3/4 Catch Up/ Review

3/6 **MIDTERM EXAM**

3/11-3/13 **SPRING BREAK**

III. Leadership in the American Democracy: Freedom and Participation

3/18-3/20 * Declaration of Independence (H)
* Declaration of Sentiments (H)
* Debunking America's Enduring Myths" (H)
* Young, *American Liberalism*, pp. 43-54 (R)

Film: *Iron-Jawed Angels*

3/25-3/27 **Founding the United States**
* Articles of Confederation (<http://www.usconstitution.net/articles.html>)
* The Constitution (<http://www.usconstitution.net/const.html>)
* Federalist Papers #10, 51 (H)

4/1-4/3 **Democratic Equality and the Tyranny of the Majority**
Tocqueville, *Democracy in America*
V.1, Part 1: Authors Introduction, Chs. 3, 4, 5 (66-70)
V. 1, Part 2: Chs. 6-7
V.1, Part 2: Chs. 3-4, Ch. 5 (pp. 196-202, 218-231); 8-9

4/8 **Democratic Equality and Associational Life**
Tocqueville, *Democracy in America*
V. 2, Part 2, Chs 1-2
V.2, Part 2: Chs. 4-5, 7-8

4/10 **Group Presentation:** Tocqueville, *Democracy in America*

4/15 **Citizen Leadership and Social Change**
"The Making of a Citizen Leader" (LC, ch. 42)
"Defining a Citizen Leader" (LC, ch 3)

4/17 "Martin Luther King, Jr." (LC, ch. 43)
Skocpol, Liazos, Ganz, *What a Mighty Power We Can Be* excerpt (R)
Rimmerman, "Civility, Stability... Citizenship," pp. 63-76 (R)

4/22 **Group Presentation:** Citizen Leadership: Yesterday and Today
Rimmerman, "Civility, Stability... Citizenship," pp. 76-87 (R)

4/24 Catch up/ Review

FINAL EXAMS

101: 04 (TR12:45-2:00) Friday May 2 9am- Noon

101: 05 (TR2:15-3:30) Monday April 28 9am- Noon