

Jepson School of Leadership Studies, University of Richmond

LDST 101: Foundations of Leadership Studies Fall 2006

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Office hours: Monday 2-4 p.m. and by appointment

Course Overview

This course has three aims:

1. To provide an overview of leadership studies as a field and introduce some of the key concepts and methods involved in the study of leadership.
2. To provide an intellectual *foundation* for the academic study of leadership.

Leadership does not take place in a vacuum, and to understand its role it is essential that students of leadership be conversant with fundamental debates regarding the organization of human societies. Key questions we will explore include: What is the nature of human nature? What accounts for the origin and subsequent development of systems of authority in human life, including the emergence of government? Is hierarchy inevitable in social life? Under what circumstances is the delegation of unequal authority to “leaders” morally acceptable (or indeed, necessary)? We will explore those questions via sustained engagement with the essential works of leading political and social theorists in the Western tradition. The bulk of the course will be devoted to this task.

3. To provide an opportunity for students to consider the role of leadership in addressing a major contemporary public issue.

Course Requirements

1. Attendance at every class meeting, as well as the showing of the film *Henry V* on Monday Sept. 18 at 7 p.m.
2. Completion of reading prior to class and being prepared to contribute intelligently to class discussion.
3. Completion of three take-home quizzes (each will involve roughly four double-spaced pages of writing). The quiz due dates are September 29, October 20, and November 10, at 5 p.m. each day. Quiz questions will be distributed at the beginning of each of these weeks. (Think of these as short papers if you prefer.)

4. Participation in a group presentation on one major contemporary public issue; completion of a six page individual paper assessing public leadership on this issue; and keeping and turning in a notebook over the course of the semester about the issue. (See details below.)
5. Final comprehensive exam.

Grade Determination

Class Attendance and Participation:	15%
Take-home Quizzes:	30%
Group Presentation:	10%
Individual Paper + Notebook	15%
Final Exam	30%

Group Project

Early in the course, the entire class will read and discuss material providing overviews of three major public policy problems: Nuclear proliferation and loose nuclear materials; the AIDS epidemic in Africa; and global warming. After this initial discussion, each section will be divided into three equal groups; each of these groups will focus on one of these issues for more detailed research. (Students will submit to me their preferences for which issue they wish to focus on; it is possible you will not get your first choice.)

Each student is responsible for collecting material pertaining to this issue over the semester, such as newspaper and magazine articles, book excerpts and reviews, reports, etc. (Information from Internet sites may be included *if* and only if the site is operated by an educational institution, a government agency, or a credible independent research organization. If in doubt, ask the instructor.) You should aim to add 1-2 items to your notebook every week (this can be accomplished with an investment of 10-15 minutes a week). This notebook should form the research foundation for your six page paper relating leadership to your topic, due on Monday December 4.

This paper should take one of three forms: it can be a “memo,” in which you play the role of adviser to a leader/decisionmaker, and advise the leaders about the importance of and possible solutions to a given problem; or you can write a speech that you would actually give if you were in a leadership position on this issue and were trying to galvanize public support for action; or you can play the role of journalist and write a critique of the way leaders have addressed or failed to address your particular issue.

Each group is responsible for organizing a class presentation on your assigned topic. You will have an entire class period to make your presentation. You also should find roughly 15-25 pages of reading to assign to your classmates, going beyond the information and perspectives discussed in September, to help lay the groundwork for the discussion. (Please give me copies of the readings you’ve identified no later than November 27.)

Your group presentations can take any form you desire, but should accomplish the following:

- 1) Describe the nature of the policy challenge being considered.
- 2) Describe who the key actors with respect to this policy are: who has the power to make things happen?
- 3) Describe the leadership approaches to this issue taken by these various actors so far, and critically assess the effectiveness of such leadership. Be sure to describe the key obstacles that have emerged.
- 4) Compare and contrast at least two alternative leadership strategies for tackling your issue. In doing so, be sure to consider each of these questions: What, in your assessment, is the right thing to do? How can leaders use their influence to help ensure the right thing is done? If doing the best possible thing seems “unrealistic,” what are some more achievable steps that might be taken in the short term?

Each group’s presentation will receive a grade, which will count for 10% of each student’s course grade. It is strongly recommended that each group meet periodically over the course of the semester. You also free to consult the instructor for feedback on ideas about your presentation at any time.

Grading Standards

A range grades are given for truly outstanding written work which not only meets the basic requirements of the given assignment but also demonstrates exceptional insight, clarity, and depth of thought.

B range grades are given for good and very good written work which amply meets all the basic requirements of the given assignment and reflects substantial effort and engagement with the material. Such work is well-written, well-organized, shows good understanding of the course material, and avoids major substantive or logical errors. *B is a good grade for any assignment in this course, and B+ is a very good grade.*

C range grades are given for work which attempts to fulfill the requirements of the assignment but which falls short in some substantial way, with respect to organization, writing quality, understanding of the material, or argumentative logic.

D and **F** grades are reserved for work which comes nowhere close to fulfilling the requirements of the assignment.

Your class participation grade is based on attendance, attentiveness, evidence of preparation (i.e. doing the readings), making the effort to participate verbally, and quality of such participation. If you attend every class and pay attention to what is going on but never say anything unless called upon your participation grade will be no higher than B-minus/C-plus. However, talking a lot does not necessarily guarantee you a very high participation grade; contributions to class that advances the class discussion is valued far more than quantity of participation. Advancing the class discussion can take several

forms, from calling attention to something important in the reading we haven't talked about yet, to answering a question posed by the instructor, to asking a factual or interpretive question of relevance to the discussion, to stating why you think you disagree with another student or the instructor.

Attendance: Please let me know if you need to miss a class for any reason. If you miss more than one class without a valid excuse, it will negatively affect your participation grade. Multiple unexcused absences will have increasingly severe negative consequences. I will not pass anyone in the course who misses more than five classes without permission.

Plan of Study

Required Books Available at the University Bookstore:

N. Machiavelli, *The Prince*
W. Shakespeare, *Henry V*
J. Locke, *Two Treatises of Government and a Letter Concerning Toleration*
J. Rousseau, *Basic Political Writings*
R. Dahl, *How Democratic is the American Constitution?* (Recommended)
A. Lincoln, *Great Speeches*
The Declaration of Independence and the Constitution of the United States of America
J.S. Mill, *On Liberty and Other Essays*
G. Orwell, *Animal Farm*

All articles and book excerpts (outside of the required texts) will be available on the University Library's e-reserve system, except where otherwise noted.

Week 1. Introduction and Overview of Leadership Studies

Monday August 28. Introduction

Emma McLaughlin & Nicola Kraus, *Citizen Girl*, Chapter One.
(To be distributed by email prior to the first class.)

Wednesday August 30. The Problem with Leadership

Kenneth P. Ruscio, "Why Democratic Theory is Essential for Leadership Theory," from *The Leadership Dilemma in Modern Democracy*, ix-xv, 1-10.
Robert Hogan and Robert B. Kaiser, "What We Know About Leadership," *Review of General Psychology* (2005), 169-180.

Friday September 1. Institutional Leadership

James McGregor Burns, "Transactional and Transformational Leadership," *TLC*, 101-102

Nannerl O. Keohane, "On Leadership," *Perspectives on Politics* (2005), 705-719.

Monday September 4. Power and Legitimacy in Modern Societies

Max Weber, "The Types of Legitimate Domination," from *Economy and Society*, 24-37, 53-55, 212-231, 241-254. Note that you are only required to read the material in large print. The material in smaller print is recommended (it provides additional detail and explanation) but not required; rely on this if you don't understand what's being said in the larger print.

Week 2. Global Problems and Leadership Challenges

Wednesday September 6. Nonproliferation and AIDS

Graham Allison, *Nuclear Terrorism*, 1-15, 67-74.

Susan Hunter, *Black Death: AIDS in Africa*, 21-48

Friday September 8. Climate Change; Leadership & Political Influence

James Hansen, "The Threat to the Planet," *New York Review of Books*

James McGregor Burns, "Political Leadership as Practical Influence, from *Leadership*, 444-462.

Week 3. Ends and Means: Aristotle and Machiavelli

Monday September 11. Classical Political Science

Aristotle, *The Politics*, Book III, 61-91.

Wednesday September 23. Machiavelli, I

Machiavelli, *Discourses on Livy*, 15-19, 71-73.

Machiavelli, *The Prince*. 3-39.

Friday September 15. Machiavelli, II

Machiavelli, *The Prince*, 51-87.

Machiavelli, *Discourses on Livy*, 125-128, 193-195, 199-201.

Recommended: Wolin, *Politics and Vision*, 200-213

Week 4. Machiavelli Applied? Leadership, War, and Moral Ambiguity

Monday September 18

William Shakespeare, *Henry V*, Acts I-II

Michael Harvey, "The Play's the Thing: The Drama of Power," 1-10. (available via Blackboard)

Required screening of "Henry V," Monday September 18, 7 p.m. Jepson Hall. Pizza will be served!

Wednesday September 20

Henry V, Acts III-IV

Michael Harvey, "The Play's the Thing: The Drama of Power," 10-19.

Friday September 22

Henry V, Act V and Epilogue

Michael Harvey, "The Play's the Thing: The Drama of Power," 37-39.

Max Weber, "Politics as a Vocation," 114-128.

Week 5. The Social Contract, I: Thomas Hobbes

Monday, September 25: The State of Nature

Thomas Hobbes, *De Cive (On the Citizen)*, 21-57.

Recommended: Thomas Hobbes, *Leviathan*, 86-90. (This re-states Hobbes's key premise, in much more colorful and memorable language.)

Wednesday, September 27: The Formation of Government

Hobbes, *De Cive*, 69-105.

Recommended: Recommended: Sheldon Wolin, *Politics of Vision*, 238-243.

Friday, September 29. No Class

QUIZ #1 DUE

Week 6: The Social Contract, II: John Locke

Monday October 2

John Locke, *Second Treatise on Government*, 7-30, 42-51.

Wednesday October 4

John Locke, *Second Treatise on Government*, 52-83.

Friday October 6

John Locke, *Second Treatise on Government*, 83-91, 100-124.

Week 7: The Social Contract, III: J.J. Rousseau

Monday October 9

Jean-Jacques Rousseau, *The Social Contract*. (Book I, Book II Chapters 1-6)

Wednesday October 11

Jean-Jacques Rousseau, *The Social Contract*. (Book II, Chapters 7-12; Book III, Chapters 1-9).

Friday October 13

Jean-Jacques Rousseau, *The Social Contract*. (Book III, Chapters 10-18; Book IV, Chapters 1-3, 8).

Recommended: Joshua Cohen, “The Natural Goodness of Humanity”

Monday October 16

No class, Fall Break

Week 8: The American Constitution and Its Critics

Wednesday October 18

The Constitution of the United States (including Amendments)
Begin reading *The Federalist Papers*.

Friday October 20

The Federalist Papers, #10 , #51, and #70
Robert Dahl, “What the Framers Couldn’t Know” in *How Democratic is the American Constitution?*, 7-39.

QUIZ #2 DUE

Monday October 23

Robert Dahl, *How Democratic is the American Constitution?* 91-138.

Week 9: Democratic Culture and Democratic Stability

Wednesday October 25. Tocqueville on the Stability of Democracy

Tocqueville, *Democracy in America*, Vol.1, 277-315.

Friday October 27. Tocqueville on the Fragility of Democracy

Tocqueville, *Democracy in America*, Vol. 2, 503-528; 634-645; 690-695.

Recommended: Robert Dahl, *How Democratic is the American Constitution?* 141-157.

Week 10. Redeeming American Democracy: The Case of Lincoln

Monday October 30

Kenneth P. Ruscio, "Is Good Politics Bad Leadership?" *The Leadership Dilemma in Modern Democracy* ix-x, 117-120.

Abraham Lincoln, "A House Divided" speech (June 1858), in *Great Speeches*, 24-32.

Stephen Douglas speech in debate with Lincoln, October 15, 1958, in *The Lincoln-Douglas Debates*, 286-300.

Highly Recommended: Richard Hofstadter, *The American Political Tradition*, 119-175.
(This is required if you have not yet had a college-level course on 19th century American history, and is highly recommended even if you have. This can be read over the course of the whole week.)

Wednesday November 1

Abraham Lincoln, reply to Douglas, October 15, 1958, 300-322.

Michael J. Sandel, *Public Philosophy: Essays on Morality in Politics*, 224-230.

Abraham Lincoln, First Inaugural Address (1861), 53-61.

Friday November 3

Abraham Lincoln, Emancipation Proclamation (1863), 98-100.

Abraham Lincoln, Gettysburg Address (1863), 103-104.

Abraham Lincoln, "Letter to Mrs. Bigby," (1864), 105.

Abraham Lincoln, 2nd Inaugural Address (1865), 106-108.

Frederick Douglass, "Oration in Memory of Abraham Lincoln" (1876)

Week 11. Leadership, Conformism and Dissent

Monday November 6

J.S. Mill, *On Liberty*, Chapters 1-2

Wednesday November 8

J.S. Mill, *On Liberty*, Chapters 3-5.

Week 12. Leadership Run Amok: Human Frailty and Totalitarianism

Friday November 10

George Orwell, *Animal Farm*, 1-50.

QUIZ #3 DUE

Monday November 13

George Orwell, *Animal Farm*, remainder of book.

Wednesday November 15

George Orwell, *1984*. Chapter 17, 108-131.

Reinhold Niebuhr, *The Irony of American History*, 65-88.

Week 13-14: Grassroots Leadership and Social Movements

Friday November 17

Richard A. Cuoto, "Defining a Citizen Leader," TLC, 11-17.

Robert Putnam and Lewis Feldstein "The Tupelo Model," in *Better Together: Restoring the American Community*, 98-118.

Marshall Ganz. "Why David Sometimes Wins: Strategic Capacity in Social Movements" (excerpts)

Monday November 20. Ella Baker and Martin Luther King, Jr.

Barbara Ransby, *Ella Baker and the Black Freedom Movement*, 1-7, 170-207.

Week 14: Global Leadership? Debating the American Commitment in Iraq

Monday November 27. Debating the Iraq War, I: The Decision to Invade

Peter Berkowitz, "The Case for War in Iraq" (op-ed, *Stanford Daily*, April 2004)

Thomas Ricks, *Fiasco: The American Military Adventure in Iraq*, 29-101

Wednesday November 29. Debating the Iraq War, II: Occupation and Insurgency

Ricks, *Fiasco*, 149-189

Naomi Klein, "Baghdad Year Zero", *Harper's*, September 2004

Noah Feldman, "What We Owe Iraq" (Interview)

Peter Berkowitz, "A Worthy War Critic," (Review of George Packer's *The Assassin's Gate*)

Friday December 1. Debating the Iraq War, III: Torture & American Responsibility

Charles Krauthammer, "The Truth about Torture" (op-ed, December 2005)

Andrew Sullivan, "The Abolition of Torture" (op-ed, December 2005)

"Leadership Failure: Firsthand Accounts of the Torture of Iraqi Detainees by the U.S. Army's 82nd Airborne Division," Human Rights Watch Report (excerpts)

Julia Sweig, "Why They Hate Us" (op-ed, August 2006)

Week 15: Group Presentations

Monday December 4

Nuclear proliferation

Readings to be assigned

Wednesday December 6

AIDS in Africa

Readings to be assigned

Friday December 8

Global Warming

Readings to be assigned

Concluding thoughts

Global Leadership Individual Papers due December 8, 6 p.m.

Exam Review Session TBA