Spring registration advising begins on **Monday, October 18**. Students are expected to consult thoroughly and substantively with their Jepson academic advisors prior to registration. Students are responsible for completing all general education, major, and minor requirements. Academic requirements for the major and minor are summarized on the Jepson School website: [https://jepson.richmond.edu/academics/requirements.html](https://jepson.richmond.edu/academics/requirements.html). Students should direct any questions of a general academic nature to Dr. Crystal Hoyt, associate dean for academic affairs.

### The Cohort System: Prerequisites & Timing of Core Courses

The LDST required courses sequence is managed with prerequisites. Students are responsible for enrolling in the required courses in the appropriate semester.

- **LDST 101 Leadership and the Humanities** and **LDST 102 Leadership and the Social Sciences** must be taken by the end of sophomore year.
- **LDST 210 Justice and Civil Society** can be completed at any time before the end of junior year.
- Sophomores must enroll in **LDST 249 Quantitative Social Analysis** (or one of 5 substitute courses) and/or **LDST 250 Critical Thinking and Methods of Inquiry** in the spring of sophomore year. Both courses should be completed by the end of junior year—in advance of or in conjunction with **LDST 300** (which is taken during junior year).
- **LDST 101, 102, 249, and 250** are prerequisites or corequisites for **LDST 300 Theories and Models of Leadership**. **Unless studying abroad, students must take LDST 300 in the fall of junior year.**
- **LDST 300 is a prerequisite for LDST 450 Leadership Ethics.** **LDST 450 must be taken in the fall of senior year.**

### Registration Issues

Spring pre-registration for continuing students begins on **Monday, October 25**. Students are responsible for registering at their assigned times. Please carefully consult the registration rotation: [http://registrar.richmond.edu/registration/undergraduate/rotation.html](http://registrar.richmond.edu/registration/undergraduate/rotation.html).

#### About Waitlisting:

We do not maintain waitlists for core LDST courses (see list above). Students who wish to enroll in a course that is at capacity should monitor BannerWeb for openings. Other students frequently drop courses, and we also routinely increase caps in courses based on demand across sections. However, we do keep waitlists on some electives. When registering for courses, if waitlisting is available, waitlisted seats will be displayed. If students have any questions or face serious conflicts because of academic or athletic commitments, they should contact Dr. Hoyt. **Students should not request entry into closed courses from professors**, but rather email Associate Dean for Academic Affairs Crystal Hoyt (choyt@richmond.edu).

### Special Topic Courses & Jepson Electives

There are 2 special topic courses offered in the spring semester. In addition, there are 7 other advanced electives to mention. (See course title and descriptions on the following pages.)

#### Special Topic Courses

- **LDST 390-01**  **WF 10:30-11:45 am**
  
  **Special Topics: Behavioral and Experimental Economics and Leadership**—Dr. Haley Hanwell

  In this class, we will explore leadership in the most general sense through the lens of behavioral and experimental economics. This course will be a survey of some of the recent literature in behavioral and experiential economics and illustrate the methods used within these growing fields of economics. For the last 30 years, economists have been running controlled experiments to learn about economic behavior; literally, thousands of studies have been run. We will discuss some of the most relevant studies to explore leadership through a lens of economic behavior and decision-making. We will discuss topics that include decision-making under
uncertainty and risk, social preferences, trust, fairness, empathy, social pressure, charitable giving, biased beliefs, discrimination, self-selection, and gender differences. This course will explore how leadership influences individual economic decision-making. Students will also be provided with a working knowledge of proper techniques for conducting experiments. By the end of the semester, students should have knowledge that will allow them to have a deeper understanding of behavioral and experimental economics with respect to leadership and followership.

• LDST 390-02  WF 12:00-1:15 pm
Special Topics: Global Justice—Dr. Frank Abumere
When he was asked where he came from, Diogenes of Sinope (404 - 323 B.C.) famously declared, “I am a citizen of the world.” The Cynic’s declaration resonates with our intensively and extensively globalized world. Just as it was important whether a person sees herself as primarily a citizen of a particular polis or a citizen of the universal cosmopolis during the Cynic’s time, so too in our time it is important – if not even more important – whether we see ourselves as primarily citizens of a particular country or as global citizens. In global justice, the above dialectic, in essence, is particularly what separates statists from cosmopolitans. Generally, it dictates the division between relationists and non-relationists. Finally, it stimulates the debate between minimalists and egalitarians. Consequently and ultimately, it is the key problématique of the global justice discourse.

In delving into the debate on global justice, we will be conscious that there are many ways to deal with the problem of global justice. But we shall choose two ways which will allow us to deal with both the general theoretical issues of global justice and specific practical and applied issues in global justice. In the first way, we will focus on: (i) the differences between relationists and non-relationists; (ii) the differences between statists and cosmopolitans and; (iii) the differences between minimalists and egalitarians. In the second way, we will focus on the specific issues of global justice such as climate change, migration, human rights, and humanitarian intervention.

Other Jepson Electives

• LDST 317-01  TR 9:00-10:15 am
Reimagining Richmond: History, Power, & Politics in the Former Capital of the Confederacy—Dr. Julian Hayter
This course focuses on Richmond, Virginia’s political history from Reconstruction to twilight of the 20th century. More specifically, we will use politics as a vehicle to interrogate how Richmonders organized strategies to meet economic, political, and social challenges following the Civil War and how movements for civil rights transformed local power relationships. Broadly, this course examines the ways historical actors transformed America’s cities over the last century and how national/state/local policies affected local people’s lives. To this end, we will study Southern labor relations, the rise and fall of Jim Crow segregation, the American civil rights movement, and the long arc of 20th century urban and racial history.

• LDST 345-01  MW 3:00-4:15 pm
Civil War Leadership—Dr. Al Goethals and General Jack Mountcastle
This course explores the military and political leadership of the American Civil War of 1861-1865. It examines the war’s political and social context, its military history, the evolving aims of the fighting, and the central actors and events that shape our understanding of leadership. The instructors, one a social psychologist and the other a Brigadier General and military historian, lecture or present material on occasion. For the most part, however, our class sessions are devoted to discussion of each day’s reading. A highlight of the semester will be an overnight trip to Gettysburg tentatively scheduled for Sunday, March 27-Monday, March 28.

• LDST 346-01  TR 10:30-11:45 am
The Democratic Prospect—Dr. Ken Ruscio
What is the future of democracy? This course assesses the state of American democracy and its future prospects by reviewing key historical and philosophical disputes that shaped the system and the expectations we have for leaders. Fundamental democratic principles are being questioned and even challenged. Interpreting and responding to those challenges are among the objectives of the course. The course will
review the current condition of democracy, as seen through the eyes of several writers, as well as key stages in its development (such as the Founding Period, the Civil War and emancipation, the export of democracy, and the women's and civil rights movements). Within such a complex system—complex in its structure, values, and norms—what kind of political leadership is called for? The goal is for each student to acquire a deep understanding of what we mean by democracy, its present condition and future prospects. (Cross-listed with PLSC 379)

LDST 355-01  T 3:00-5:40 pm  
*Competition, Cooperation, and Choice*—Dr. Sandra Peart  
An economic approach to leadership explores how individuals come together in social settings (a marketplace, an organization, a town or other political entity) to make distributive decisions, and the role of leaders in such settings. This course begins with an examination of Adam Smith’s virtue ethics, based on the impartial spectator, and his analysis of how people make cooperative choices in many economic and moral contexts. Smithian insights into partisan politics (factions) and leadership are the second major focus. From Smith, we move to Jane Austin and J. S. Mill, who each applied Smithian virtue ethics to contemporary problems. We then turn to game theoretic and experimental research that tests how Smithian insights play out in contemporary times and how cooperative behavior emerges in a setting where individual interests sometimes conflict with the interest of the group (or society). We consider what institutional frameworks most facilitate cooperation in a repeated prisoner’s dilemma setting: competition, repetition, punishment and reciprocity. Finally, we will look at public goods games, in which players choose to cooperate or not; and see what mechanisms facilitate cooperation in this setting. Pre-requisites: ECON 101

• LDST 357-01  W 3:00-5:40 pm  
The Ethics of Influence—Dr. Terry Price  
This course examines the moral limits on the exercise of influence. Perhaps the most important part of a leader’s job is getting people to do things; which raises the question: what means and techniques are leaders justified in using? Perhaps rational persuasion is the most obvious candidate as the ideal form of influence, but it is not without its own problems. So what about all the other means and techniques of influence? Are they prohibited by morality and, if so, on what grounds? People would likely agree that ethical leadership does not permit coercion or followers or outright lying to them. In fact, we do not typically refer to the use of force as influence, let alone as leadership. But is it permissible to engage in deception that falls short of lying? Or to bypass reason with appeals to emotion? To answer these questions and many like them, we will begin with classic texts detailing the influence tactics leaders actually use—and use effectively. Our first task, then, will be to identify the behaviors under investigation. To assess the morality of the influence tactics, we will draw on traditional moral theory as well as on contemporary philosophical literature, especially on manipulation. In the last part of the course, we will take an extended look at the morality of public policy efforts to influence behavior with “nudges.”

• LDST 361-01  TR 6:00-7:15 pm  
*Sex, Power, & Politics*—Dr. Lauranett Lee  
This course explores the historical landscape as it intersects with issues regarding sex, power, and politics. We begin with documentary evidence, the General Assembly of Virginia’s legislation in 1662 regarding enslaved women, reproduction rights, and race. Following a survey of key historical moments, the course concludes with an exploration of current issues and those who are deemed powerless, those who wield power, and those who challenge power.

• LDST 377-01  MW 12:00-1:15 pm  
*Ethical Decision Making in Healthcare*—Dr. Jess Flanigan  
This course provides a systematic examination of the central ethical decisions faced by health workers and leaders in the health care industry. Topics include informed consent, decision making for incompetent patients, drugs, abortion, euthanasia, disability, resource allocation, organ donation, and human enhancement. Readings by bioethicists such as Peter Singer, Judith Jarvis Thompson, Derek Parfit, and Allen Buchanan. Primary focus ethical.
Senior Degree Audits
All seniors need to complete an online degree audit. Seniors who have applied to graduate will receive a link and instructions from the registrar's office in mid-October (for May or August graduates). The purpose of completing the audit is so that students can discuss with their advisor what courses are needed for them to complete their degree requirements. The student is ultimately responsible for making sure that all general education requirements have been met, as well as the requirements of the major(s) and minor(s). Advisors are encouraged to consult GradTracker to confirm the contents of the audit. Once the audit form is completed online, submitted by the student, and reviewed by the advisor and our Associate Dean for Academic Affairs, the Registrar's Office will process them.

Jepson Internship (LDST 488/489) Requirement—For Majors Only
The Jepson School requires all majors to complete 240 hours in a Jepson-approved summer internship in the summer following their junior year. The internship provides the means to help students translate theory into practice. In addition to field work, students will take LDST 488 (.5 units) in the spring before their internship, and LDST 489 in the fall following their internship. In all, students are required to take 1 unit total of LDST 488/489 in order to graduate with a degree in leadership studies.

Student Research
Majors may count a maximum of 1 unit of student research toward the advanced course requirement. This includes LDST 490 Independent Study, LDST 491 Collaborative Study, LDST 492 Directed Study, LDST 495/496 Senior Thesis, and LDST 497/498 Senior Honors Thesis I and II.

- LDST 490 Independent Study allows students to pursue research on topics of their own choosing under the supervision of a faculty member. LDST 490 proposals must be submitted to Dr. Hoyt at least two weeks before the beginning of classes in the semester in which the independent study is to take place.

- LDST 491 Collaborative Study provides students with the opportunity to conduct research collaboratively with a Jepson faculty member on a project of theoretical or methodological importance to the faculty member's program of research. Proposals for LDST 491 must be submitted to Dr. Hoyt by the end of the add/drop period.

- LDST 492 Directed Study consists of group reading and discussion, under faculty supervision, in a specified area of leadership studies. Proposals for LDST 492 must be submitted to Dr. Hoyt at least two weeks before the beginning of classes in the semester in which the directed study is to take place.

Forms for these three courses are located on the Jepson website under Student Resources/Forms & Guides. Honors students should enroll in LDST 498 Senior Honors Thesis II.

Study Abroad & Study Outside of Jepson
Majors (but not minors) may count a maximum of one unit of study abroad credit, or one unit taken at the University of Richmond outside of the Jepson School, toward the advanced course requirement. This course must enhance the student's academic plan in leadership studies. It should not be at the introductory level and should approach questions of leadership from a liberal arts perspective. Determination of whether a course enhances a student's academic plan in leadership studies will be made by the Academic Affairs Committee in consultation with the student's advisor. The Leadership Studies Request for Study Abroad Credit form can be found on the Jepson website under Student Resources/Forms & Guides/Study Abroad & Transfer Course Credit, as well as the Jepson School's Transfer Course Approval form. Please submit all paperwork and/or study abroad questions to Michele Bedsaul (mbedsaul@richmond.edu). Study abroad students must also complete the Study Abroad Course Approval Form, available on the registrar's website. This form must also be signed by the student's primary advisor.
For Juniors (Class of 2023)

Theories and Models of Leadership
Juniors who have not yet taken LDST 300 Theories and Models of Leadership must register for LDST 300 in the spring. Students returning from abroad are given priority for the spring sections.

Jepson Internship (LDST 488/489) Requirement—For Majors Only
The Jepson School requires all majors to complete 240 hours in a Jepson-approved summer internship in the summer following their junior year. The internship provides the means to help students translate theory into practice. In addition to field work, students will take LDST 488 (.5 units) in the spring before their internship, and LDST 489 in the fall following their internship. In all, students are required to take 1 unit total of LDST 488/489 in order to graduate with a degree in leadership studies. Several written assignments will connect theory to practice and allow students the chance to reflect on their internship experience.

Business Students
The Robins School of Business allows Jepson/Business dual degree seekers, double majors, and Business majors/ Jepson minors to substitute LDST 450 Leadership Ethics for BUAD 394 Business Ethics. This policy applies only to students who complete the major or minor in leadership studies. BUAD 394 does not fulfill the LDST 450 requirement.

Student Research
Majors may count a maximum of 1 unit of student research toward the advanced course requirement. This includes LDST 490 Independent Study, LDST 491 Collaborative Study, LDST 492 Directed Study, LDST 495/496 Senior Thesis, and LDST 497/498 Senior Honors Thesis I and II.

- LDST 490 Independent Study allows students to pursue research on topics of their own choosing under the supervision of a faculty member. LDST 490 proposals must be submitted to Dr. Hoyt at least two weeks before the beginning of classes in the semester in which the independent study is to take place.

- LDST 491 Collaborative Study provides students with the opportunity to conduct research collaboratively with a Jepson faculty member on a project of theoretical or methodological importance to the faculty member's program of research. Proposals for LDST 491 must be submitted to Dr. Hoyt by the end of the add/drop period.

- LDST 492 Directed Study consists of group reading and discussion, under faculty supervision, in a specified area of leadership studies. Proposals for LDST 492 must be submitted to Dr. Hoyt at least two weeks before the beginning of classes in the semester in which the directed study is to take place.

Forms for these three courses are located on the Jepson website under Student Resources/Forms & Guides. Juniors who have applied for, and been accepted into, the honors program should sign up for the LDST 399 Junior Honors Tutorial.

Study Abroad & Study Outside of Jepson
Majors (but not minors) may count a maximum of one unit of study abroad credit, or one unit taken at the University of Richmond outside of the Jepson School, toward the advanced course requirement. This course must enhance the student's academic plan in leadership studies. It should not be at the introductory level and should approach questions of leadership from a liberal arts perspective. Determination of whether a course enhances a student's academic plan in leadership studies will be made by the Academic Affairs Committee in consultation with the student's advisor. The Leadership Studies Request for Study Abroad Credit form can be found on the Jepson website under Student Resources/Forms & Guides/Study Abroad & Transfer Course Credit, as well as the Jepson School's Transfer Course Approval form. Please submit all paperwork and/or study abroad questions to Michele Bedsaul (mbedsaul@richmond.edu). Study abroad students must also complete the Study Abroad Course Approval Form, available on the registrar's website. This form must also be signed by the student's primary advisor.
Core Requirements for LDST Major or Minor
The number of units needed to major is a minimum of 12, including:

- LDST 101 Leadership and the Humanities
- LDST 102 Leadership and the Social Sciences
- LDST 210 Justice and Civil Society
- LDST 249 Quantitative Social Science
- LDST 250 Critical Thinking and Methods of Inquiry
- LDST 300 Theories and Models of Leadership
- LDST 450 Leadership Ethics, which must be taken in the fall of senior year. This course is not offered in the spring semester.
- LDST 488/489 Internship (taken as two .5 unit courses—LDST 488 in the spring of junior year; LDST 489 in the fall of senior year)
- Four additional units of advanced courses numbered above 300, not including LDST 450 and LDST 488

LDST 101 and LDST 102
Accepted students must complete LDST 101 Leadership and the Humanities and LDST 102 Leadership and the Social Sciences by the end of sophomore year.

LDST 210
Sophomores who have not yet taken LDST 210 Justice and Civil Society should consider signing up for this course in the spring, if your schedule permits. This course can be completed at any time before the end of junior year.

LDST 249 and LDST 250
All newly admitted sophomores need to register for a section of LDST 249 Quantitative Social Analysis and/or LDST 250 Critical Thinking and Methods of Inquiry this spring; and both courses should be completed in advance of or in conjunction with LDST 300 (which is taken during junior year).

Business Students
The Robins School of Business allows Jepson/Business dual degree seekers, double majors, and Business majors/Jepson minors to substitute LDST 450 Leadership Ethics for BUAD 394 Business Ethics. This policy applies only to students who complete the major or minor in leadership studies. BUAD 394 does not fulfill the LDST 450 requirement.

Study Abroad & Study Outside of Jepson
Majors (but not minors) may count a maximum of one unit of study abroad credit, or one unit taken at the University of Richmond outside of the Jepson School, toward the advanced course requirement. This course must enhance the student’s academic plan in leadership studies. It should not be at the introductory level and should approach questions of leadership from a liberal arts perspective. Determination of whether a course enhances a student’s academic plan in leadership studies will be made by the Academic Affairs Committee in consultation with the student’s advisor. The Leadership Studies Request for Study Abroad Credit form can be found on the Jepson website under Student Resources/Forms & Guides/Study Abroad & Transfer Course Credit, as well as the Jepson School’s Transfer Course Approval form. Please submit all paperwork and/or study abroad questions to Michele Bedsaul (mbedsaul@richmond.edu). Study abroad students must also complete the Study Abroad Course Approval Form, available on the registrar’s website. This form must also be signed by the student’s primary advisor.

Advisors and Advising
Sophomore majors will be assigned Jepson advisors in the near future. For the spring term registration, you will remain as an advisee of your current advisor for undeclared students. You will consult with your new Jepson advisor during registration this spring. If you have questions concerning Jepson School courses in the meantime, please contact Dr. Kerstin Soderlund or Dr. Crystal Hoyt. Jepson minors should also consult with Dr. Soderlund or Dr. Hoyt about course scheduling.