Spring registration advising begins on **Monday, October 23**. 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: [http://jepson.richmond.edu/major-minor/index.html](http://jepson.richmond.edu/major-minor/index.html). Students should direct any questions of a general academic nature to Dr. Crystal Hoyt, associate dean for academic affairs.

### The Cohort System: Prerequisites and 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 205 Justice and Civil Society** should be completed by the end of sophomore year.
- **LDST 250 Critical Thinking and Methods of Inquiry** must be taken in the spring of the sophomore year.
- **LDST 101, LDST 102, and LDST 250** are prerequisites for **LDST 300 Theories and Models of Leadership**. Unless studying abroad, students must take LDST 300 in the fall of the junior year.
- **LDST 300** is a prerequisite for **LDST 450 Leadership Ethics**, which must be taken in the fall of senior year. **LDST 450** is **not offered in the spring semester**.

### Registration Issues

Spring pre-registration for continuing students begins on **Monday, October 30**. 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).

We will not maintain waitlists for LDST courses. 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. 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, and professors receiving such requests should refer students to Dr. Hoyt.

### Special Topic Courses & Jepson Electives

There are **6** special topic courses offered in the spring semester. In addition, there are a few advanced electives to mention. (See course title and descriptions on page 2 and 3.) Students can find a list of additional advanced courses on offer by viewing the “Spring 2018 Course Schedule” on the Major and Minor page of the Jepson website: [http://jepson.richmond.edu/major-minor/forms-guides/index.html](http://jepson.richmond.edu/major-minor/forms-guides/index.html). Please consult the undergraduate catalog for course descriptions: [http://undergraduatecatalog.richmond.edu/curriculum/leadership/program.html](http://undergraduatecatalog.richmond.edu/curriculum/leadership/program.html).
This course examines forms of informal and quasi-political leadership in postcolonial, developing countries. The primary objectives are to grasp the structural conditions that necessitate the rise of informal leadership and to consider how informal leaders impact the social system in which they intervene. This course relies primarily on ethnographic case studies and employs an anthropological framework to pursue these objectives. Students will read ethnographies from the Global South with emphasis on India, to outline the myriad roles that informal leaders play in providing in access to state benefits, economic resources, social and welfare opportunities, and to avoid harassment. The course is designed to equip students with a holistic understanding of informal leadership in developing countries by paying equal attention to structural factors and personal motivations, and to the positive and negative manifestations of informal leadership.

- **LDST 390-02**  
  **ST: Behavioral Economics: Informing the Art of Giving, Volunteering, and Philanthropy**—Dr. Haley Harwell  
  What motivates individuals to give time or money to a cause? What type of people give money to charities? Which individuals volunteer their time? Throughout history humans have given time, money and goods to help other people. Giving is shaped by different principles, abilities, capacities, political orientations, gender, religious affiliation and needs. We will explore giving in the most general sense through the lens of behavioral economics. We will explore the reasons people give, ways people give, and what increases contributions to causes. We will explore and learn theories on why people behave in altruistic manners. This course will also explore how leadership and paternalism influence giving. We will also look at charitable organizations and identify what makes charities successful and how does that play a role in individuals altruistic behaviors. The course is structured around three basic questions. How can social science specifically behavioral economics help us to understand altruism and giving? How does leadership and paternalism influence individual’s altruistic behavior? How does one engage in philanthropy, and how can this be done well? By the end of the semester students should have knowledge that will allow them to have a deeper understanding of motivations and factors that influence giving.

- **LDST 390-03**  
  **ST: Money and Constitutional Crisis in Britain and Early America**—Dr. Mara Caden  
  Money is more than just a medium of exchange. While it is tempting to think of money as a neutral instrument that enables us to buy and sell goods, monetary policy is deeply political. This course examines the formation of modern money and its role in the political transformation of Britain and Early America, from the reign of Elizabeth I to the ratification of the U.S. Constitution and Alexander Hamilton’s plan for a national bank. Through the historical engagement with the politics of money, students will gain an understanding of money as a malleable institution that can be used to foster a wide range of political and economic projects.

- **LDST 390-04**  
  **ST: Don Quixote in the Americas. The Knight-Errant Across the United States and Latin America**—Dr. Ernesto Semán  
  *Don Quixote* is considered one of the most relevant books in history. However, the United States and Latin America take different lessons from Cervantes’ masterpiece, and “Quixotic” has become an adjective with a wide range of meanings, from brave to mad and from selfish to generous. Countries read in the book a reflection of their own culture. In the United States, business and leadership schools embrace an epic vision of the knight-errant, associated with individuals’ beliefs in their own dreams, whether they are referring to Bill Gates or Martin Luther King’s. In Latin America, Don Quixote has a different meaning, one associated with collective endeavors and social justice. In this class, we will read Don Quixote along with different cultural representations of it produced during the last two centuries (movies, plays, books, documentaries, business classes). We will reflect upon what each way of reading Don Quixote says about national cultures and about modern ideas of society, wealth, identity and success in the U.S. and in Latin America. Primary focus historical.

- **LDST 390-05**  
  **ST: 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 coercing 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.”
At the intersection of public figures and public spaces abides primary sources such as historic homes and monuments, landscapes, congressional records, autobiographies and diaries. This class investigates leaders as diverse as John Marshall to Anita Hill. The objective of this class is to look at and beyond the public persona in an effort to uncover leadership qualities, values and practices that expand our understanding of leaders and leadership. Students will visit, both collectively and individually, historic sites such as the John Marshall House, Capitol Square, Monument Avenue, the Maggie’s Walker House and Statue, et. al.

Other Jepson Electives

•LDST 317-01  TR 10:30-11:45 am
Reimagining Richmond: History, Power, and 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 351-01  TR 1:30-2:45 pm
Group Dynamics—Dr. Don Forsyth
This course is an introduction to scientific study of group processes and will examine such topics as formation, cohesion, development, structure, social influence, power and obedience, leadership, performance, teams, decision making, conflict, and intergroup relations. The course will be a hybrid, or blended, class, because it will include both online elements and offline (face-to-face) classroom-based interaction. This class will not be a good fit for you personally if you dislike working with others in groups or are uninterested in researched-based approaches to leadership.

•LDST 352-01  WF 1:30-2:45 pm
Presidential Leadership—Dr. Al Goethals
This course examines theories of presidential leadership and assessments of several presidencies, including those of George Washington, Andrew Jackson, Abraham Lincoln, Franklin Roosevelt, John F. Kennedy, Richard Nixon, Ronald Reagan, and Bill Clinton. Students will address the personal qualities and capacities as well as the situational and historical contingencies that influence the effectiveness of various presidencies. Also, students will consider the nature of social perception and its role in appraisals of presidential performance. Special attention will be given to presidential campaigning and presidential debates. Each student will undertake the study of one or more presidents. Primary focus historical. (Same as PSYC 449.)

•LDST 377-01  TR 1:30-2:45 pm
Ethical Decision Making - Health Care—Dr. Jessica 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.

•LDST 383-01  M 6:30-9:10 pm
Leadership and the Future of Higher Education—Dr. William Cooper
This course is designed to provide students with an understanding of leadership in higher education, with particular emphasis on the role of the university president and how he/she works with constituents to achieve legitimacy, guide plans, and make decisions. Theories and concepts of leadership will be applied to case studies of pivotal presidents. In addition, these theories and concepts will be applied to a project devoted to designing a new university in which students play a role in crafting the mission, values, and organizational framework. The course will be conducted as a seminar with classroom discussion and small group projects. Primary focus social/organizational.
Senior Degree Audits
All seniors should have received an audit package from the Registrar’s office. Students should complete the relevant forms and bring a printed copy of the GradTracker audit to their major advisor to verify and sign at the advising meeting. Please check to be 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. Both majors and minors should submit the leadership studies forms in the Jepson drop box (located outside of Jepson Hall, Room 122), no later than November 1 at noon for final verification by Dr. Hoyt. The student is ultimately responsible for returning this form to the registrar. (All forms are due to the registrar by November 15.)

Jepson Internship (LDST 488) 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 complete several written assignments where they connect theory to practice and reflect on their experience and will submit a final portfolio. Seniors are required to complete 1 unit of LDST 488 their senior year in order to graduate.

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 392 Ethical, Social, and Legal Responsibilities of Business. This policy applies only to students who complete the major or minor in leadership studies. BUAD 392 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.

• 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 Major & Minor/Forms & Guides. Honors students should enroll in LDST 498 Senior Honors Thesis II.

Study Abroad
Majors may count a maximum of 1 unit of study abroad credit 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. Determination of whether a course enhances a student’s academic plan in leadership studies will be made by the associate dean for academic affairs in consultation with the advisor. The Leadership Studies Request for Study Abroad Credit form can be found on the Jepson website under Major & Minor. 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.
Theories and Models of Leadership
Juniors studying abroad in the fall must register for LDST 300 *Theories and Models of Leadership* in the spring. Students returning from abroad in the spring will have registration priority for the spring sections.

Jepson Internship (LDST 488) 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 again in the fall following their internship. In all, students are required to take 1 unit total of LDST 488 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 392 *Ethical, Social, and Legal Responsibilities of Business*. This policy applies only to students who complete the major or minor in leadership studies. **BUAD 392 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 I and II*, 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 Major & Minor/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
Majors (but not minors) may count a maximum of 1 unit of study abroad credit 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. Determination of whether a course enhances a student’s academic plan in leadership studies will be made by the associate dean for academic affairs in consultation with the advisor. The Leadership Studies *Request for Study Abroad Credit* form can be found on the Jepson website under Major & Minor/Forms & Guides. Students must also complete the *Study Abroad Course Approval Form*, which is available on the Registrar’s website. This form must also be signed by the student’s primary advisor.
**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 250**
Sophomores must sign up for LDST 250 *Critical Thinking* in the spring.

**LDST 205**
Sophomores who have not yet taken LDST 205 *Justice and Civil Society* should sign up for this course in the spring.

**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 392 *Ethical, Social, and Legal Responsibilities of Business*. This policy applies only to students who complete the major or minor in leadership studies. **BUAD 392 does not fulfill the LDST 450 requirement.**

**Study Abroad**
Sophomore majors, but not minors, may count a maximum of 1 unit of study abroad credit 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. Determination of whether a course enhances a student's academic plan in leadership studies will be made by the associate dean for academic affairs. The Leadership Studies Request for Study Abroad Credit form can be found in the Major & Minor section of the Jepson website under Forms & Guides. Students must also complete the Study Abroad Course Approval Form, which is available on the University 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.