FALL 2020 • General Information

Jepson School of Leadership Studies

ADVISING & REGISTRATION GUIDE

Fall registration advising begins on Monday, April 6. Students are expected to consult thoroughly and substantively with their Jepson academic advisors prior to registration. Ultimately, however, 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. 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 210 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 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 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.
- LDST 488 Internship (taken as two .5 unit courses—one in the spring of junior year; one in the fall of senior year).

Students entering Jepson’s Class of 2023 will also be required to take a new course: LDST 249 Quantitative Social Science (please see page 5).

Registration Issues
Fall pre-registration for continuing students begins on Monday, April 13. Students are responsible for registering at their assigned times. Please carefully consult the registration rotation: 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).

IMPORTANT NOTE FROM THE REGISTRAR
Changes to the Registration Process for Fall 2020 Only: Rising seniors will be able to register for up to 5.5 units, as is customary. Rising juniors, sophomores, and entering first-year students will be able to register for a maximum of 4 units when registration opens. We plan to expand to the usual 5.5-unit limit for sophomores and juniors during an additional registration period in the summer, but it is important to create a 4-unit limit for the period of spring registration, so that we can adjust for additional course capacity if there are areas to which study abroad remains restricted next fall.

Students can find a list of all advanced and required courses offered in fall 2020 by viewing the provisional course schedule on the Jepson website: http://jepson.richmond.edu/major-minor/forms-guides/advising-guide.html.
Special Topic Courses & Jepson Electives

There are three special topic courses offered in the fall semester. In addition, there are a few advanced electives to mention.

• **LDST 390-01** TR 10:30-11:45 am  
**Special Topics: Accountability: The Limits of Power in a Democracy**—Dr. Ken Ruscio  
A premise of American democracy is that political power is constrained, and therefore, leaders who exercise political power must be held accountable. This defining feature of our political system has led to complex institutional structures and other elaborate mechanisms to achieve accountability. The very framework of our constitutional system arises from this central premise, and legislatively, provisions enacted over the course of history have flowed from it. These include, as examples, the War Powers Act, the Inspector General Act, and the Freedom of Information Act. Voting is also a method of achieving accountability, and the 2020 national election will provide a focus for the final part of the course. What is the theory of accountability and how is it achieved—or not—in practice? Underlying the course’s approach is a fundamental leadership question: what qualities must leaders have to be effective and legitimate in a complex system of constrained formal powers?

• **LDST 390-02** T 3:00-5:40 pm  
**Special Topics: Native Peoples and the U.S. Supreme Court**—Dr. David Wilkins  
This course explores the role of the U.S. Supreme Court as a policy-making institution in its variegated dealings with Indigenous nations and their citizens, who also happen to be American citizens. The course utilizes theoretical, behavioral, political, and institutional perspectives in an effort to understand how the High Court arrives at decisions on numerous topics pertinent to Native peoples: like tribal status and federal relationships, Native land title, treaty rights, criminal and civil jurisdiction, taxation, hunting and fishing rights, etc. The course will consist of reading about the institutional history of the court, selected court cases, instructions on briefing and analysis of cases and concepts, and discussions about the historical background and significance of key cases.

• **LDST 390-03** WF 10:30-11:45 am  
**Special Topics: Capitalism, Community Wealth Building, and the Future of Democracy**—Dr. Thad Williamson  
Twenty-first-century humanity faces daunting challenges, many of which are driven by or closely related to the dynamics of modern capitalism. This course consists of three components: critical scholarly assessments of modern capitalism and its compatibility with socio-economic justice, racial justice, ecological sustainability, and democratic institutions; consideration of serious attempts to sketch how capitalism might be reformed, restructured, or replaced to meet the challenges facing 21st-century humanity; and consideration of community-wealth-building efforts underway locally, nationally, and globally which seek to establish a new paradigm for political and economic reform. Authors studied will include economists, historians, political scientists, and others.

Other Jepson Electives

• **LDST 351-01** TR 3:00-4:15 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 368-01** MW 1:30-2:45 pm  
**Leadership on Stage and Screen**—Dr. Kristin Bezio  
The purpose of this course is to examine leadership (and, by extension, followership) in the specific settings of theater and modern cinema. We will be studying plays and films from a variety of periods and contexts, comparing them to historical movements and to one another. As a part of this course, we will be looking at the plays and films themselves as indicative of particular socio-political movements, as well as participating
in the formation, perpetuation, and criticism of their surroundings. In this way, we will look at the works examined in this course as both evaluations of leadership and as forms of leadership in and of themselves.

**LDST 375-01** M 3:00-5:40 pm  
**Economic Policy and Leadership**—Dr. Sandra Peart  
In this course, we explore two questions using historical debates on economic policy as our laboratory. First, what is the scope for policy makers to lead the economy through cyclical and secular crises and the inevitable ups and downs that accompany economic expansion? How much agency should policy makers assume and when are unusual mechanisms called for? Second, what leadership role do economists legitimately play in the development and implementation of new economic policy? With policy debates about such issues as health care, immigration, deficit spending, and international trade in mind, we will explore the written works of J.M. Keynes and Friedrich Hayek. Hayek disagreed with Keynes on what sorts of economic policy were best suited to promote economic expansion and stability. We will explore the nature of this disagreement. Readings for the course will be drawn from Keynes’ *The Economic Consequences of the Peace* and *The General Theory*; Hayek’s *The Road to Serfdom* and *Law, Legislation and Liberty*; Buchanan’s *Collected Works* and contemporary reactions to these works; and published correspondence between Keynes and Hayek. We will also read (and view) recent commentary on various debates.

**LDST 384-01** TR 12:00-1:15 pm  
**Education and Equity**—Dr. Tom Shields  
This course will examine the historical, sociological, and biological roles that poverty and class play in the American K-12 education system. We will look at the influencers associated with poverty and class and how these impact cognitive development and physical well-being in childhood and adolescence. We will also discuss the widening academic achievement gap between the rich and the poor and how educational expectations and achievement are changing based on socio-economic status. The course will conclude with a focus on the recent labor market effects that have led to the creation of a U.S. underclass that is not properly trained nor adequately educated for a changing 21st-century economy.

**LDST 386-01** TR 9:00-10:15 am  
**Leadership in a Diverse Society**—Dr. Crystal Hoyt  
The goal of this course, broadly, is to understand how diversity affects social relations. To this end, we will examine diversity primarily through the lens of social psychology. Our focus will be on exploring inequalities and biases associated with difference; we will focus primarily on large societal groups that differ on cultural dimensions of identity, such as gender, sexual orientation, and race and ethnicity. Traditional approaches to understanding diversity often located the root of inequality in overt negative attitudes. However, contemporary research into prejudice reveals that it is also often expressed in much more nuanced and subtle ways, and it persists because it remains largely unrecognized. Our explorations will be based on theory and empirical evidence, and we will apply this theoretical and empirical work to current events and policy issues. After establishing a context for studying diversity, we will explore underlying beliefs and motivations associated with diversity dynamics. Next, we explore interaction dynamics before we turn to investigating how bias matters for policy issues, including immigration, employment, education, health, and criminal justice contexts. (*Cross-listed with PSYC 359.*)

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### Important Registration & Grading Updates for Spring 2020

In light of the extraordinary circumstances due to the global coronavirus pandemic, the University has approved modified grading and withdrawal policies for the spring 2020 semester only. Information on the policies may be found at:  
[https://registrar.richmond.edu/registration/undergraduate/COVID-19_academic.html](https://registrar.richmond.edu/registration/undergraduate/COVID-19_academic.html)

Students have two choices: 1) Take the class for a grade; or 2) Take the class for CR/CR-D/NC. If you choose the second option, you need to know this is not pass/fail (at least for credit in Jepson). Whether you get Jepson credit depends on earning at least a C- so that your transcript shows CR (and not CR-D). A CR-D will earn you one unit towards graduation; however, a CR-D in the course will not count towards Jepson requirements. Students are encouraged to talk to their advisor about any questions they may have.
Important Note about Leadership Ethics
Senior majors and minors must enroll in LDST 450 Leadership Ethics in the fall semester. This course will not be offered next spring; so if you do not take LDST 450 in the fall, you will be unable to graduate with a degree in leadership studies. There are no exceptions to this rule or substitutes for meeting this requirement.

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.

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.

Student Research
Majors may count a maximum of one 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.
- LDST 495/496 Senior Thesis provides students with the opportunity to work on a year-long independent research project of their choosing under the supervision of a faculty advisor. Proposals for LDST 495/496 must be submitted to Dr. Hoyt at least two weeks before the beginning of classes in the semester in which the senior thesis is to take place.

Forms for these courses are located on the Jepson website under Major & Minor/Forms & Guides. Jepson honors students should enroll in LDST 497 Senior Honors Thesis I.

Study Abroad & Study Outside of Jepson
Majors (but not minors) may count a maximum of one unit of study abroad credit, or 1 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. 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 Major & Minor/Forms & Guides. The Request for Study Outside of the Jepson form will be available in the fall. 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.
Theories and Models of Leadership
Juniors not studying abroad in the fall must register for LDST 300 Theories and Models of Leadership. Students returning from abroad in the spring will have registration priority for the spring sections.

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.

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.

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. Independent research for academic credit requires the approval of the associate dean for academic affairs.

- 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 courses are located on the Jepson website under Major & Minor/Forms & Guides.

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IMPORTANT NOTE FOR FALL 2020: Global learning and reflective experiences in another culture are essential elements of a Richmond education. For students planning to study abroad in Fall 2020, the Office of International Education will be conducting the usual orientations for students remotely. While we remain hopeful that students will have these opportunities in the fall, we can’t predict what will happen over the next several months around the world. We recognize that students may choose to change their plans or may be constrained by lingering disruptions in access to global travel. To prepare for these possibilities, we are also inviting students who plan to be abroad in the fall to provide their preferences for fall classes at UR. In order to provide those preferences, please log into BannerWeb to complete the fall 2020 registration survey beginning April 13.
Prospective Majors and Minors

Students interested in joining the Jepson School as a major or minor must complete LDST 101 Leadership and the Humanities or LDST 102 Leadership and the Social Sciences by the end of the fall semester of second year. Students who have taken LDST 101 should consider registering for LDST 102 and/or LDST 210 Justice and Civil Society. Students who have already taken LDST 102 should consider registering for LDST 101 and/or LDST 210.

About Applying to the Jepson School

Students wishing to major or minor in leadership studies should apply for admission to the Jepson School during the fall semester of their second year. For complete details, visit: http://jepson.richmond.edu/major-minor/prospective-students/admission.html.

New! Major and Minor Requirement

LDST 249 Quantitative Social Science will be required of all majors and minors beginning with the Class of 2023. This brings the number of LDST units needed to major to 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 (NEW!)
  This course prepares students to be informed consumers of quantitative social science and provides students with basic skills in, and understanding of, research strategies. It introduces issues associated with empirically testing hypotheses and collecting, analyzing, and presenting various kinds of data.
- 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. LDST 450 is not offered in the spring semester.
- LDST 488 Internship (taken as two .5 unit courses—one in the spring of junior year and one in the fall of senior year)
- Four additional units of advanced courses numbered above 300, not including LDST 450 and LDST 488