Leadership and the Humanities
M/W
LDST 101 01 (20395) | 7:30-8:45am | Jepson Hall 103B
LDST 101 02 (20396) | 12:45-2:00pm | Whitehurst 108

Instructor: Dr. Lauren Henley (she/her/hers)
Office Hours: Zoom (M/T/W by appointment)
Contact Method: Email (lhenley@richmond.edu)

Course Description

What is leadership? Are leaders born or made? Can leaders exist without followers? What is the difference between a good leader and a bad leader? How do issues of race, gender, sexuality, class, and ability affect perceptions of leaders? What do historical examples of leadership tell us about leadership in contemporary society? These questions, and others, will be explored throughout this course. By examining the foundations and intellectual development of leadership as a concept in Western society, this course encourages students to think broadly about issues of power, morality, ethics, success, failure, change, and more.

The nature of this course requires it to be a shared intellectual enterprise between the students and the instructor. As a result, earnest reflection on course materials and robust conversations within the classroom (both virtual and in-person) are expected. This is not a strict lecture course; students should come to class prepared to engage one another and the professor.

This course is divided into four units to give students an overview of the breadth of leadership studies from a humanities perspective. The first unit examines classic leadership theorists to provide context to long-fought debates in leadership studies. The second explores leadership studies as an academic field of study. The third uses historical leaders as case studies to understand leadership in action. The fourth addresses contemporary issues related to leadership studies. Through these four units, students should appreciate the myriad perspectives represented and range of topics covered. This class is designed to be inclusive in terms of content, assessments, discussions, and more.
Goals

By the end of this course, you should be able to:
1. Defend a fluid definition of leadership.
2. Identify challenges to studying leadership.
3. Draw from historical examples when discussing leadership.
4. Formulate and support arguments regarding leadership studies in writing.

Grading

This class approaches assignments and grading differently from many other classes. Research shows that traditional grading can hinder students’ willingness to learn for the sake of learning. Instead, students tend to focus on the end result—the grade—and often prioritize getting a certain score or number of points. This class is based on low-stakes assessments that are graded holistically (i.e. there are no numeric grades assigned). Instead, on every assignment you have the opportunity to earn a letter grade: A (exceptional), B (good/very good), C (sufficient), D (insufficient), or F (unacceptable). These grades will be translated to the university’s 4.0 grading scale at the end of the semester and the average will be your final grade. Averages will be truncated to one space after the decimal point, not rounded.

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<tr>
<th>Letter Grade</th>
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<td>A+</td>
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A few notes about grading:
1. During the semester, letter grades will be assigned without pluses and minuses (except in extenuating circumstances).
2. Having low-stakes assessments should not be understood as the assignments being easy or requiring minimal effort. Instead, the idea is that no single assignment disproportionately helps or harms your grade.
3. This grading philosophy gives you a significant amount of flexibility in earning your grades, but it requires you to be proactive rather than reactive.
4. Dr. Henley has high expectations and wants to see you succeed. Earning a B in this class is considered a good grade and is evidence that you have met her expectations.
**Grading Standards** (modified from Thad Williamson)

A (exceptional): A-range work far exceeds the requirements of a given assignment by demonstrating critical thinking, a comprehensive grasp of the material, and astute attention to detail. A-range papers advance coherent and original arguments, present compelling evidence, and anticipate potential questions/weaknesses. Work of this quality is incredibly well-written with few-to-no grammatical mistakes, has impeccable organization, and adheres to formatting guidelines, as required. Written assignments that earn this grade are exemplary, distinctive, and evince exceptional insights.

B (good): B-range work is considered good and very good, amply meets the requirements of a given assignment, and shows sincere engagement with course material. B-range papers demonstrate significant effort to address all aspects of the assignment and avoid obvious pitfalls in logic, argument, and/or organization. Written assignments that earn this grade are typically well-written and easy to follow, make solid arguments, and show acceptable attention to detail.

C (sufficient): C-range work meets most of the requirements of a given assignment but is lacking in some significant manner. Engagement with course materials is present but might fall short in terms of comprehension or coverage. C-range papers may espouse noticeably flawed arguments, fail to present content in an organized manner, and/or demonstrate poor quality writing (or proofreading).

D and F (insufficient): D- and F-range work does not meet the requirements of an assignment.

**Assignments Overview**

Every assignment for this class is worth 10% of your overall grade and will be assessed using the letter designations detailed above. Of the ten assignments, six are required and four are to be selected from a list of seven options (YPAs) explained below. This format balances assessing what you’re learning and giving you flexibility to demonstrate your knowledge in ways that highlight your strengths.

**Required Assignments**
- Attendance and Participation: 10%
- Reading Comprehension Checks: 10%
- Multiple-Choice Exam: 10%
- Mid-Semester Reflection: 10%
- Final Reflection: 10%
- Packback Questions: 10%

**You-Pick-Assignments (YPAs)**
- Leadership Musings: 10%
- Leadership Speech: 10%
- Unessay: 10%
- TED Video Analysis: 10%
- How-to-Lead Playlist: 10%
- Historical Leader Letter: 10%
- Primary Document Analysis: 10%
Required Assignment Details

Attendance and Participation

Attendance will be taken at the beginning of each class session and it is expected that you will attend all classes. Due to the stakes of this semester, however, Dr. Henley does not want you to choose in-person attendance over your own health, thereby risking the wellbeing of your classmates as well. You should not come to class if you feel sick, have a fever, or have any symptoms associated with COVID-19 or seasonal flu. Unless you are awaiting the results of a COVID-19 test, in university-required quarantine, or in university-required isolation, you will not be allowed to participate in class remotely. Excluding COVID-related scenarios, you may exercise two excused absences, no questions asked, and should plan to let Dr. Henley know in advance if possible. See the Jepson School of Leadership Studies Common Course Policies in this syllabus for further details.

Your participation in class, rather than simply your physical presence, will be the major determinant of this portion of your grade. You will be expected to contribute to the intellectual growth of the class, to interact with your peers respectfully, and to engage with course material in meaningful ways. This semester in particular, participation will take many forms, including in-class writing prompts, polls, traditional discussions, and more. During the mid-semester and final reflections, you will be asked to self-assess your participation and comment on your peers’ participation too.

Reading Comprehension Checks

A few times throughout the semester, you will be given 10-question (T/F and/or multiple-choice) reading comprehension checks to ensure that you’re keeping up with the readings, particularly those assigned ahead of Monday classes. These checks may or may not be announced ahead of time, so you should always read as though a check could happen. As an incentive to take physical notes while reading, you will be allowed to use any handwritten notes on the comprehension checks. You will not be allowed to use notes taken on your computer.

Reflections

A key feature of humanistic enterprise is reflecting on how you know what you know, not memorizing facts to regurgitate at a specific moment in time. As a result, twice during the semester you will be asked to reflect on your experience in class. These reflections should be earnest assessments of your learning and will provide you the opportunity to shape the direction of this class and future classes. Although inherently subjective assignments, the reflections are to be taken seriously and will be assessed in terms of their sincere engagement with the questions.

Packback Questions

Ahead of Wednesday discussions, you will be expected to engage in a lively online conversation on Packback, our alternative to Blackboard’s discussion forums. You are allowed to miss one day of posts this semester, no questions asked. Packback posts are due on Tuesday by 3:00pm EST. You must submit one open-ended question and two responses per week. Your posts should address the readings assigned for Wednesday, though you are free to reference Monday readings as well. Additional information about Packback can be found on Blackboard.
YPA Details

With the exception of one YPA (leadership musings), the rest can technically be turned in at any of the deadlines. Some of the YPAs will be easier to complete after certain content has been covered in class and Dr. Henley has provided her recommendations for such timings. If you want to submit a YPA before the content has been covered, however, you are free to do so. All YPAs should be formatted as follows: double-spaced, size 12 font, Times New Roman, one-inch margins, with no more than two lines of header information (i.e. your name and date). Excluding creative unessays, all YPAs must be submitted as either Word files or PDFs.

Leadership Musings

This YPA is designed for students who want to get a grade out of the way early in the semester and is the only YPA that includes an option for revision. Submit a 1.5-2-page reflection that analyzes a leadership moment in your life. You can talk about an extracurricular club, a moment in high school or childhood, and/or a particular event. Consider the following questions as you craft your response. What kind of leadership style did you demonstrate and why? Were you in a formal or informal leadership role? What was the dynamic between you and your followers? What characteristics and behaviors made you an effective or ineffective leader? Were there particular challenges or obstacles you encountered while leading, and if so, how did you overcome them? What lessons did you learn from your experience?

The caveat to this assignment is one of semantics. The usage of certain words is severely limited: “leader(ship)” can be used twice, the verb “to lead” once, and the verb “to be” twice. If you choose this option, the YPA is due no later than 1/29 at 11:59pm EST. You will be able to revise and resubmit your assignment until May 5 at 11:59pm EST for a regrade. (Note: this assignment is tough, but it has incredibly low stakes.)

Leadership Speech

Record yourself giving a five-minute speech about a change you want to see made on campus or in the local Richmond community. The change can be related to an injustice you want rectify, an improvement you want to see happen, or an idea you want to spread. Using the 4 I’s of transformational leadership, pretend that you are pitching your opinion to the entire university community (students, faculty, staff, and administration). Through rhetoric and inflection, model what inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration can look and sound like. This is your opportunity to move beyond learning about leadership theories and put them into action. You should submit both an audio file and transcript of your speech. Note: This assignment is best completed after February 10, 2021.

Unessay

Offering the opportunity to demonstrate your learning through a non-traditional format, the unessay YPA requires that you visually depict one of the following leadership theories: transformational leadership, interactive leadership, servant leadership, or ensemble leadership. This visual depiction should be creative and can take a variety of formats, including but not limited to: a collage, a comic strip, a sculpture, a painting/drawing, a zine, a short video, etc. Feel free to pitch unessay ideas that fall outside of these examples. Unessays should be judicious in their use of text and will be assessed based on how convincingly, accurately, and creatively they convey the appropriate leadership theory. For example, if you wanted to write a brief illustrated
children’s book, text is appropriate but cannot simply define the four components of interactive leadership. Note: This assignment is best completed after February 24, 2021.

TED Video Analysis
Watch this TED video from Hasan Jeffries about confronting hard history and then write a 2-3-page analysis of how this video relates to our readings/activities about George Washington. Consider the following questions as you write your analysis. How does the romance of leadership affect the way George Washington and James Madison are remembered in American history? What narrative has society constructed about the country’s “Founding Fathers” and why is it problematic? How do physical sites like presidential homes convey leadership and/or power? How does learning about the nuances of historical leaders like Washington and Madison contribute to our contemporary understandings of social injustices? What are some ways modern-day leaders can start to address these systemic problems? Draw from specific examples related to both Washington and Madison in your response. Note: This assignment is best completed after March 3, 2021.

How-to-Lead Playlist
Songs often shape our emotions and inspire our actions. Curate an annotated playlist of 8-10 songs you believe reflect leadership. You can imagine these songs to be those famous leaders listen(ed) to before public events or they can be songs with lyrics emblematic of particular leadership styles. You can also draw on songs that were written about specific historical moments in which leadership played a significant role in the outcome. The songs must come from more than two albums by two different artists, however. Each song selected should be accompanied by a one-paragraph annotation (4-5 sentences) explaining why you selected it and how it connects to leadership studies. You should reference specific lyrics, ideas, etc. in your annotations. Make sure to include the full song title, artist name, album name, and year of production in your annotation.

Historical Leader Letter
Write a 2-3-page letter to any historical leader of your choosing. The person you select must have been dead for at least 30 years (1991). In your letter, you should ask your historical figure about their approach to leadership, offering concrete examples as evidence. Try to speculate about which leadership theory might be most applicable to what you know about them. Consider whether or not you want to commend or criticize their leadership tactics and justify your stance. Write to them about contemporary leadership challenges and consider how they might respond to such issues. For example, if you chose to write a letter to Jefferson Davis, you could address the January 6, 2021 events at the Capitol. If you write to Adolf Hitler, you could discuss Holocaust memorials in various countries. Finally, consider how their approach to leadership has been commemorated. This assignment requires you to do some outside reading (two academic journal articles) and should include Chicago Manual of Style citations for these sources.

Primary Document Analysis
Pick one of the primary documents provided on Blackboard and write a 2-4-page analysis of the source. You should consider the basics of the source (who, what, where, and when) first and then focus on what it tells us about historical or contemporary leadership, depending on the
context of the selected document. Your analysis should be formatted as a short essay and use the following questions for guidance. How is leadership being depicted or discussed? Is it done in a complimentary or critical way? How does the source separate the idea of a leader as a person from leadership as a process? How can you interpret this source through the lens of one of the readings we’ve completed in class? For example, does it evince a Machiavellian form of leadership and if so, how? Make sure to select specific details from the primary document to include in your analysis. Addressing the purpose and/or intended audience of the document will strengthen your assessment and help you analyze rather than describe the source. Completion of this assignment can vary depending on the document you choose.

**Assignment Expectations**

All work is expected on time and no grace periods will be granted. Late work has the opportunity to be assessed with a one-letter grade deduction.

**Tips on Reading**

Reading is not a passive activity and cannot be properly undertaken in simultaneity with other work. You should take notes while reading to process the materials, ideally handwritten in a notebook if you intend to use them for the reading comprehension checks. Ask yourself questions, debate with the author(s), and make connections to other readings in real time. Whenever you approach new reading materials, you should try to discern the main argument. Then, you can assess how the author creates said argument, and whether or not it is one you find compelling. By actively reading and taking thorough notes throughout the semester, you will save time at the end of the semester when studying for the multiple-choice exam and completing your various YPAs.

*Note: some of our readings this semester are historical in nature and use terminology that is antiquated to modern audiences. These materials may include words that are considered offensive, inappropriate, or in poor taste today. Dr. Henley will offer alternative words to be used in class as needed and elaborate on the significance of contextualizing language as required.*

**Course Materials**

All course readings will be provided electronically through Blackboard. Readings should be completed before the class period for which they are listed.

Packback requires a $25 subscription.

**Course Values**

**Classroom Etiquette**

Due to the COVID-19 pandemic, the following rules will be enforced during all in-person instruction:

- ALL students must wear masks covering their mouths and noses, unless documentation is provided to the professor citing a medical exemption. If you arrive to class without a facial covering (and without an appropriate exemption), you will not be allowed in the classroom.
• ALL students will maintain social-distancing protocol in class, as well as when entering and exiting the classroom.
• ALL students will sit in the same seats every class for the purposes of potential contact tracing.
• Students will NOT be allowed to eat or drink during class as this requires the removal of a facial covering. If a drink or snack is absolutely required, you may step out of the classroom for a brief break, ideally during a natural transition during class. You must follow social-distancing guidelines when outside of the classroom. Students who abuse the privilege to take a break will have their final grade adjusted accordingly.
• Students will be expected to bring their computers to all in-person classes. Many classroom interactions this semester will take place through an electronic format to ensure social distancing, even when students are sitting in a room together.
  o Dr. Henley knows that many computers have the ability to send texts and engage in other forms of communication that are not related to course content. To that end, she expects that you will use your best judgement to not go off topic during class. You are all adults and should be able to monitor your own actions. If you are caught off task, your grade will be penalized.
  o NOTE: There is no such thing as multitasking.

Student Rights and Responsibilities
• You have a right to a learning environment that supports mental and physical wellness.
• You have a right to respect.
• You have a right to freedom of opinion and expression.
• You have a right to privacy and confidentiality.
• You have a right to meaningful and equal participation.
• You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded, or diminished in any way.

With these rights come responsibilities:
• You are responsible for taking care of yourself, managing your time, and communicating with the professor and with others if things start to feel out of control or overwhelming.
• Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers’ experiences.
• You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
• You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the professor accountable as well.

Personal Pronoun Preference
  Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, nationality, ability, etc. Class rosters are provided to Dr. Henley with your official university name. She will gladly honor your request to address you by an alternate name and/or gender pronouns. She will model best practices for naming preferred pronouns and recognizes that not all students will feel comfortable with this approach. If this is the case, please advise her in whatever method is most comfortable for you as early as possible in the semester so
that she may make appropriate changes to her records. If your pronouns and/or name change during the semester, please contact Dr. Henley so that she may address you as you desire.

**Recording Policy**
You may not record any portion of class, whether in person or virtual, unless you have documentation requiring such for accommodation purposes. This includes but is not limited to all forms of audio or video recording technology. You may not take pictures of your peers or Dr. Henley without the express consent of the intended party. She will explicitly state when it is okay and/or encouraged to take pictures.

**Communication Policy**
If you have questions that are not answered in the syllabus or on Blackboard, you are encouraged to reach out to the professor to seek clarification. If, however, the answer can be found in the syllabus or on Blackboard, Dr. Henley’s response will point you in the direction of the appropriate source. This approach encourages you to actually look for answers before reaching out and gives Dr. Henley time to answer more substantive questions. She will respond to student emails within 24 hours of receipt during the week but may not respond to emails sent during the weekend (after 5:00pm EST on Friday through Sunday) until the following Monday.

Whenever you email Dr. Henley, do not address her as anything other than Professor Henley or Dr. Henley (i.e. no Ms./Miss/Mrs.). Your email does not need to be formal but should open with some sort of respectful greeting (i.e. Dear/Hello/Hi Professor Henley).

**Jepson School of Leadership Studies Common Course Policies**

**Expectations Regarding In-Person Attendance During the Pandemic**
We are facing a challenging situation in which all of us are called on to make a good faith effort to be flexible and to make decisions in the best interest of the community, including staying home when sick. Students who are sick should not attend class, will not be required to provide formal documentation from a health care provider, and will not be penalized for absences.

However, students must:
- Notify instructors in advance of the absence if possible. Contact the Student Health Center if sick.
- Keep up with classwork and attend online class sessions if able to do so.
- Submit assignments digitally on time whenever possible.
- Work with instructors to try to reschedule any missed assignments.
- Stay in close communication with instructors.

This attendance policy puts everyone on their honor. It requires that faculty trust the word of their students when they say they are ill, and it requires that students report the reason for their absence truthfully. Falsely reporting a reason for an absence is an honor code violation.

**Integrity with Class Recordings**
Students shall not:
- Disclose, share, trade, or sell class recordings with/to any other person, organization, business, or institution;
• Post/store these recordings in a location accessible by anyone other than the student, including but not limited to social media accounts.

Students must also comply with any instructions or directions from their faculty regarding the use of such recordings. Students are required to destroy any recordings that were made when they are no longer needed for the student’s academic work. Failure to abide by this policy will be a violation of the Standards of Student Conduct; such issues will be sent to the appropriate University Conduct Officer.

**Awarding of Credit**
To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

**Disability Accommodations**
Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

**Honor System**
The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”

**Religious Observance**
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

*The professor reserves the right to modify this syllabus according to the needs of the class.*
If you experience difficulties in this course, do not hesitate to consult with the instructor. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([asc.richmond.edu](https://asc.richmond.edu)): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: [On-Call Online Tutors](https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2ktb). Email Roger Mancastroppa ([rmancast@richmond.edu](mailto:rmancast@richmond.edu)) and Hope Walton ([hwalton@richmond.edu](mailto:hwalton@richmond.edu)) for appointments in academic and life skills to request a Zoom conference.

**Boatwright Library Research Librarians**: ([library.richmond.edu/help/ask/](https://library.richmond.edu/help/ask/) or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), chat, or Zoom (by appointment).

**Career Services**: ([careerservices.richmond.edu](http://careerservices.richmond.edu) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

**Counseling and Psychological Services** ([caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** ([disability.richmond.edu](http://disability.richmond.edu)) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

**Speech Center** ([speech.richmond.edu](http://speech.richmond.edu) or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

**Writing Center** ([writing.richmond.edu](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.
Course Schedule

January 20 Course Overview
Read: Bennis, On Becoming a Leader (xiii-31)

Classic Writings on Leadership

January 25 Right or Just?
Read: Plato, The Republic (12-25)
Watch: “Plato’s Best (and Worst) Ideas”

January 27 Justifying the Means?
Read: Machiavelli, The Prince (91-118)

OPTIONAL Leadership Musings YPA due January 29 by 11:59pm EST

February 1 What about Women?
Read: Wollstonecraft, A Vindication of the Rights of Woman (64-88)

February 3 How Sovereign?
Read: Rousseau, The Social Contract (1-33)

Leadership Theories

February 8 Introduction to Modern Leadership Theories
Read: Ciulla, “The Two Cultures: The Place of Humanities Research in Leadership Studies” (433-444)
Read: Barker, “The Rethinking of Leadership” (46-54)

February 10 Transformational and Interactive Leadership
Read: Bass and Riggio, “Introduction” in Transformational Leadership (1-18)
Read: Rosener, “Ways Women Lead” (119-125)

February 15 Heroic Leadership
Read: Allison and Goethals, “Introduction: Leadership and Heroism” in Heroic Leadership (1-27)

February 17 Servant Leadership
Read: Greenleaf, “Who is the Servant Leader?” (19-27)

February 22 Othered Leadership
Read: Thomas, “Leading as the ‘Other’” (402-406)
Read: Muhr and Sullivan, “‘None So Queer as Folk’: Gendered Expectations and Transgressive Bodies in Leadership” (416-435)

February 24    Radical Leadership Frameworks
Read: Rosile, et. al., “Ensemble Leadership Theory: Collectivist, Relational, and Heterarchical Roots from Indigenous Contexts” (307-328)

YPA due February 26 by 11:59pm EST

Historical Leadership: Good or Bad?

March 1        Founding Fathers?
Read: Morgan, “George Washington and the Problem of Slavery” (279-301)
Listen: Excerpt from Henry Wieneck’s An Imperfect God: George Washington, His Slaves, and the Creation of America (3:24)
*No Packback posts this week*

March 3        Founding Mothers?
Read: Abrams, “Prologue” and “Introduction” in First Ladies of the Republic: Martha Washington, Abigail Adams, Dolley Madison, and the Creation of an Iconic American Role (1-44)

March 8        Tecumseh and Tenskwatawa
Read: Edmunds, “Preface” and “Chapter One” in The Shawnee Prophet (ix-27)

March 10       Abraham Lincoln and Jefferson Davis
Read: Johnson, “Jefferson Davis and Abraham Lincoln as War Presidents” in On Lincoln (135-150)
Read: Downs, “Introduction” in Sick from Freedom: African-American Illness and Suffering During the Civil War and Reconstruction (3-17)

YPA due March 12 by 11:59pm EST

March 15       W.E.B. Du Bois and Jane Addams
Read: Knight, “Introduction” in Citizen: Jane Addams and the Struggle for Democracy (1-5)

March 17       Adolf Hitler and Margaret Sanger
Read: Kuhl, “From Discipline to Model: Sterilization in Germany and the United States” in The Nazi Connection: Eugenics, American Racism, and German National Socialism (37-52)
Read: Divitiis, “Profile of a Dictator. Could Hitler’s Political Decisions Have Been Influenced by His State of Health?” (1550-1552)
Read: Sanger, “Eugenics, Race, and Margaret Sanger Revisited: Reproductive Freedom for All?” (210-217)

March 22
Civil Rights Leaders
Read: Barnett, “Invisible Southern Black Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class” (162-182)
Watch: “An Unsung Hero of the Civil Rights Movement”
Watch: “The Hidden Life of Rosa Parks”

March 24
Rainbow Coalition
Read: Fernandez, “Introduction” in The Young Lords: A Radical History (1-12)
Read: Krzywy, “Chicago’s White Appalachian Poor and the Rise of the Young Patriots Organization” (364-388)

March 29
Leadership Gone Awry: Jonestown and Rajneeshpuram
Read: Tourish, “Leadership, Group Suicide and Mass Murder” in The Dark Side of Transformational Leadership (157-176)
Watch: Wild Wild Country (Netflix, episode 1)
Optional Read: Urban, “Rajneeshpuram Was More than a Utopia in the Desert. It Was a Mirror of the Time” in Humanities

March 31
Marsha P. Johnson and Ronald Reagan
Review: Marsha P. Johnson’s Obituary in The New York Times (will need to access via UR subscription)

YPA due April 2 by 11:59pm EST

April 5
Multiple-Choice Exam

April 7
No Class Today
Contemporary Debates

April 12    Cultural Representations of Leaders: Monuments
            Read: Williams, “The Crumbling Monuments of the Age of Marble” in The Atlantic
            Review: Voices on Monument Avenue Reader (1-27)

April 14    Are Celebrities and Influencers Leaders?
            Read or Listen: Tolentino, “How TikTok Holds Our Attention” in The New Yorker (1-15)

April 19    Leadership Crises?
            Read: Tourish, “Why the Dark Side? Why Now?” in The Dark Side of Transformational Leadership (3-18)

April 21    Student-Selected Content

YPA due April 23 by 11:59pm EST

April 26    Final Reflection & Course Evaluations

OPTIONAL Leadership Musings YPA due May 5 by 11:59pm EST