University of Richmond Jepson School of Leadership Studies

LDST 390-03: Leaders in Public Places

Fall 2018   Tuesday   6-8:40 p.m.  Jepson Room 102

Lauranett L. Lee, Ph.D.  Office hours by appointment

This class is designed to engage students in the process of interacting with the city of Richmond’s downtown cultural landscape. Students will investigate the history of the city and the places where leaders and leadership is displayed in the public sphere. Students will practice leadership in teams to assess, refine and expand upon cultural excursions curated by students in the spring semester (LDST 390-06). Their combined work will form the foundation for introducing new and returning students to the city of Richmond’s historical narratives.

Objectives:

Students will practice leadership via team-building, project design and time management, critical thinking and historical research. They will also learn how different forms of leadership and followership work. By marrying the fields of leadership and public history students will gain a greater understanding of and appreciation for the humanities through the curatorial experience. Students will be introduced to authors who have researched Richmond’s history; engage the authors in discussions; and incorporate their interactions in individual and group essays. The value of this class will extend beyond the current class to:

Welcome and introduce first year and upper class students and alumni to City of Richmond;

Encourage prospective students to explore the Jepson program offerings and consider Leadership Studies as a major or minor;

Document the work created by two semesters of students in LDST 390: Leaders in Public Places (spring and fall 2018) as a Best Practices model to advance the vision of the Jepson School and the University of Richmond

Textbooks:

Richmond’s Unhealed History, Benjamin Campbell

Something Must Be Done About Prince Edward County, Kristen Green

The Dream is Lost: Voting Rights and the Politics of Race in Richmond, Julian Hayter

American City, Southern Place: A Cultural History of Antebellum Richmond, Gregg Kimball

The Five Dysfunctions of a Team: A Leadership Fable, Patrick Lencioni
Schedule:

August 28: Introduction and overview. Why study Leadership and the intersection of public history?

September 4: guest speaker: Irina Rogova, Project Archivist, Boatwright Memorial Library

September 11: guest speaker: Katherine O’Donnell, VP Community Relations, Richmond Region Tourism

September 18: Class trip to the National Park Service Civil War Center. Assignment: read The Five Dysfunctions

September 25: group discussions with a focus on group dynamics and what you have learned about Richmond. Read Campbell.

October 2: group discussions on Campbell. Read, Kimball.

October 9: guest speaker: Reverend Benjamin Campbell

October 16 Fall Break NO CLASS. Read Hayter.

October 23: group discussions on Hayter and Kimball. Read Greene.

October 30: guest speaker: Dr. Craig Reynolds, architectural curator of Capitol Square

November 6: class discussion on four texts

November 13: guest speaker: Robert Brink, former legislator

November 20: discussion about and drafts of final projects due

November 27: guest speaker: Kristen Greene

December 6 last day of class: final projects and papers due

December 11 Final Exam 7-10 p.m.

Expectations:

Grades will be based on teamwork in both written and oral form as well as group and individual participation through discussions and reflective essays.

Two group process papers @ 15 points each (total of 30 points);

Two group oral presentations @ 15 points each (total of 30 points);

Three reflective essays at 10 points each (total of 30 points); and

Leading a class discussion at 10 points. Cumulative value 100 points
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.
registrar.richmond.edu/services/policies/academic-credit.html

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.
disability.richmond.edu/

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.”
studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
registrar.richmond.edu/planning/religiousobs.html
If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([http://asc.richmond.edu](http://asc.richmond.edu), 289-8626 or 289-8956): 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.

**Career Services** ([http://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** ([http://wellness.richmond.edu/offices/caps/](http://wellness.richmond.edu/offices/caps/) 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 short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

**Speech Center** ([http://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.

**Writing Center** ([http://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.

**Boatwright Library Research Librarians** ([http://library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.