For some are of opinion that the rule of a master is a science, and that the management of a household, and the mastership of slaves, and the political and royal rule, as I was saying at the outset, are all the same. --Aristotle

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COURSE DESCRIPTION
Leadership, like science, abhors a vacuum. Leadership is a phenomenon of society, a part of the interactive processes that defines the way we think of ourselves as members of political, religious, economic, social, educational, and interpersonal communities. We, as members of the human social group, are fascinated by our leaders – we worship some, deride others, and represent many in popular media. We spend countless dollars and hours examining leaders both historical and fictional, some of whom we laud as paragons and others we deride as villains. The traits we attribute to leadership vary widely based on circumstances, contexts, and historical eras, but are there universal characteristics to what defines leadership? Leaders require followers, but what causes some potential leaders to be successful? How do we – as both inside and outside observers – define success in leadership? What roles do we play as potential leaders and followers in making leadership successful?

The purpose of this course is to provide an introduction to some of the complexities that form the way we think about, study, and participate in leadership (and followership). We will examine political, philosophical, religious, literary, and popular texts and film in our attempt to define how the understanding of leadership has evolved. We will discuss the way in which we determine success or failure in leadership, but also the way in which that success or failure is influenced by ethical factors.

REQUIRED TEXTS
Readings will be provided on Blackboard (BB).

All students are also required to view the following films:

- Richard III (1995), directed by Richard Loncraine*  
- Thirteen Days (2000), directed by Roger Donaldson  

*Available streaming online through UR libraries.

All films are on Course Reserve at the MRC or may be borrowed from Dr. Beziö directly.
COURSE REQUIREMENTS

Attendance/Class Participation 10%
Discussion Questions 5% Weekly Response Journal 10%
First Paper 10% Second Paper 20%
Take-Home Midterm Exams 30% Final Exam 15%

Attendance/Class Participation (10%)
All students are expected to attend classes regularly and to contribute to class discussions. Frequent absences will impact a student’s ability to participate in discussion. If students are uncomfortable participating out loud during class discussions, they have the option of sending a 300+ word response to the day’s discussion to Dr. Bezio before 10pm on the day of the discussion in exchange for participation credit.

Weekly Response Journal (10%)
Each student is expected to write a brief, informal response to the readings assigned for the week and post it to the class blog. Students will also be asked to respond to others’ posts. Responses will not be graded on style or organization, only content.

Discussion Questions (5%)
Each student will be expected to start discussion once during the course of the semester. This is **not** a formal presentation; students are expected to bring **five** questions or problems to begin the day’s discussion. At least one question must relate to each assigned work for the day.

Papers (30%)
There will be two papers in this course. The first is a shorter paper (3-5 pages) due early in the semester, and the second is a longer paper (5-8 pages) due near the end of the semester. Students will be given prompts for both assignments, but are encouraged to choose leadership-related topics that are of interest to them, even if they are not covered in the prompts.

Exams (45%)
There will be three short take-home midterm exams and a final in-class exam. Students are expected to be present for the final exam during its scheduled time (Monday, December 9, 2-5pm OR Tuesday, December 10, 2-5pm—students may take the exam at either time, if they are free). Take-home exams will be on Blackboard.

CLASSROOM POLICIES
Students are expected to be on time to class. Lateness will impact a student’s attendance grade. Students are expected to be attentive to and respectful of the professor and the ideas of their peers.

Laptops are not permitted in the classroom, as current research shows that students learn better, more efficiently, and with better retention from taking notes by hand and using hard copies of readings. Please make sure all cell phones are silenced or turned off. Students will not be allowed to answer their phones during classtime.
All written work is expected on time. Assignments turned in late will be penalized the equivalent one full grade for each day they are late. All assignments are expected to be the student’s original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences.

If emergency circumstances inhibit a student from attending class or completing an assignment, the professor should be notified as soon as possible (preferably before class or the due date of the assignment). Extensions and make-ups are given only at the discretion of the professor. Exams cannot be made up except under the most extenuating of circumstances. Students needing accommodations should speak to the professor.

**COMMON JEPSON POLICIES**

**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](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/](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](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](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. Hours at the Center are: **Sunday through Wednesday 3:00-9:00 p.m. and Thursday 3:00-7:00 p.m. On-call tutors are also available.**

**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.

**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 brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** ([https://disability.richmond.edu/students/index.html](https://disability.richmond.edu/students/index.html) or 289.8032) 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 that student 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** ([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.
COURSE SCHEDULE:
LDST 101-03/4 LEADERSHIP & THE HUMANITIES (FALL 2019)

TUESDAY, AUGUST 27
What is Leadership? What are the humanities?
Why are the humanities important in the study of leadership?

THURSDAY, AUGUST 29
Read: Bass, “Meaning of Leadership” (Blackboard)
Bass, “Concepts of Leadership” (BB)
Carlyle, “Hero as King” (BB)
Cawthon, “Leadership: The Great Man Theory Revisited” (BB)
Assignment: Post THREE photos to your blog for your post this week: 1. Hero, 2. Leader, 3. Role Model (these can be your personal version of each, or just someone you think embodies that title).

TUESDAY, SEPTEMBER 3
Read: Riggio, “Charisma” (BB)
Riggio, “What is Charisma and Charismatic Leadership?” (Link on BB)
Posts: Group 1, Group Alpha
Comments: Group A, Group Prime

THURSDAY, SEPTEMBER 5
Read: Camerota, “Leadership Lessons from Martin Luther King, Jr.” (Link on BB)
Carson, “Martin Luther King, Jr.: Charismatic Leadership in a Mass Struggle” (BB)
Posts: Group A, Group Prime
Comments: Group 1, Group Alpha

TUESDAY, SEPTEMBER 10
Read: Andrade, “The Perennially Difficult Debate around Tyrannicide” (Link on BB)
George, “Distinguishing Classical Tyrannicide from Modern Terrorism” (BB)
Posts: Group 1, Group Alpha
Comments: Group A, Group Prime

THURSDAY, SEPTEMBER 12
Watch: Richard Loncraine’s Richard III (Swank)
Read: Bezio, “Crooked Politics” (BB)
Posts: Group A, Group Prime
Comments: Group 1, Group Alpha

TUESDAY, SEPTEMBER 17
Read: “The Trial and Execution of Charles I” (Link on BB)
Carroll, “Jacobean Theory of Kingship” (BB)
“Did King Charles I Deserve to be Executed?” (Link on BB)
Posts: Group 1, Group Alpha
Comments: Group A, Group Prime
THURSDAY, SEPTEMBER 19
Listen: Lady Science “The Great Man Theory of History is Garbage” (Link on BB)
—start at 4:00 to go right to the episode
Posts: Group A, Group Prime
Comments: Group 1, Group Alpha

MONDAY, SEPTEMBER 23: COMPLETE FIRST MIDTERM ON BLACKBOARD BEFORE 9AM

TUESDAY, SEPTEMBER 24
Watch: “The Allegory of the Cave” (Link on BB)
Read: Gardner, “Leaders and Followers” (BB)
Mabey, “Making of a Citizen Leader” (BB)
Posts: Group 1, Group Alpha
Comments: Group A, Group Prime

THURSDAY, SEPTEMBER 26
Read: Machiavelli, “From The Prince” (BB)
Posts: Group A, Group Prime
Comments: Group 1, Group Alpha

TUESDAY, OCTOBER 1
Read: Ruscio, “Humility: The Forgotten Leadership Virtue” (BB)
Posts: Group 1, Group Alpha
Comments: Group A, Group Prime

THURSDAY, OCTOBER 3
Read: Greenleaf, “The Servant as Leader” (BB)
Spears, “Character and Servant Leadership” (BB)
Posts: Group A, Group Prime
Comments: Group 1, Group Alpha

FRIDAY, OCTOBER 4: SHORT PAPER DUE (ON BLACKBOARD, 5PM)

TUESDAY, OCTOBER 8
Read: Burns, “Transactional and Transforming Leadership” (BB)
Bass, “Two Decades of Research and Development in Transformational Leadership” (BB)
Posts: Group 1, Group Alpha
Comments: Group A, Group Prime

THURSDAY, OCTOBER 10
Read: Couto, “The Transformation of Transforming Leadership” (BB)
“What is Transactional Leadership? How Structure Leads to Results” (Link on BB)
Posts: Group A, Group Prime
Comments: Group 1, Group Alpha
THURSDAY, OCTOBER 17
Watch: Roger Donaldson’s *Thirteen Days* (Swank)
Read: Janis, “Groupthink” (BB)
Posts: Group A, Group Prime
Comments: Group 1, Group Alpha

TUESDAY, OCTOBER 22
Read: Miller, “Domination/Subordination” (BB)
Cheney and Lair, “Elevating Dissent” (BB)
Posts: Group 1, Group Alpha
Comments: Group A, Group Prime

THURSDAY, OCTOBER 24
Listen: Bad Ideas, “Jonestown” (BB)
Posts: Group A, Group Prime
Comments: Group 1, Group Alpha

MONDAY, OCTOBER 28: COMPLETE SECOND MIDTERM ON BLACKBOARD BEFORE 9AM

TUESDAY, OCTOBER 29
Read: Zinn, “Tyranny is Tyranny” (BB)
Posts: Group 1, Group Alpha
Comments: Group A, Group Prime

THURSDAY, OCTOBER 31
What does a follower look like?
Read: Kelley, “In Praise of Followers” (Link on BB)
Posts: Group A, Group Prime
Comments: Group 1, Group Alpha

TUESDAY, NOVEMBER 5
Read: Zinn, “Slavery without Submission” (BB)
Zinn, “Or Does it Explode?” (BB)
Posts: Group 1, Group Alpha
Comments: Group A, Group Prime

THURSDAY, NOVEMBER 7
Watch: “Fighting for the Vote,” Parts 1 & 2 (Links on BB)
Read: Schein, “Would Women Lead Differently?” (BB)
Rosner, “Ways Women Lead” (BB)
Posts: Group A, Group Prime
Comments: Group 1, Group Alpha
Tuesday, November 12
Read: Jackson, “The Lottery” (BB)
Le Guin, “The Ones who Walk Away from Omelas” (BB)
Posts: Group 1, Group Alpha
Comments: Group A, Group Prime

Thursday, November 14
Read: The 20th Century, “The Vietnam Protest Movement” (Link on BB)
Posts: Group A, Group Prime
Comments: Group 1, Group Alpha

Monday, November 18: Third Midterm Exam on Blackboard before 9am

Tuesday, November 19
Read: Archer, “Attacking the Fourth Estate” (BB)
Posts: Group 1, Group Alpha
Comments: Group A, Group Prime

Thursday, November 21
Secret Hitler
Read: Giles and Giles, “Ingroups and Outgroups” (BB)
Posts: Group A, Group Prime
Comments: Group 1, Group Alpha

Tuesday, November 26
Read: Williamson, “Beyond Red and Blue” (BB)
Posts: Group 1, Group Alpha
Comments: Group A, Group Prime

Tuesday, December 3
Read: McFarland, Senn, Childress, “Redefining Leadership for the 21st Century” (BB)

Wednesday, December 4: Long Paper Due (Blackboard, 5pm)

Thursday, December 5
Wrap-up and Final Exam Review

Final Exam Options:
Monday, December 9th, 2-5pm, JPSN 107
Tuesday, December 10th, 2-5pm, JPSN 107