LDST: 101-01  Leadership and the Humanities
University of Richmond:  Jepson School of Leadership Studies
Spring 2018  Monday and Wednesday:  4:30-5:45 p.m.  Jepson Room 102
Lauren L. Lee, Ph.D. llee@richmond.edu
Office hours by appointment

The purpose of this course is to provide an essential grounding in leadership studies and the humanities. We approach this course through a model of shared learning experience. Student-led small groups will provide observations, reflections, insight, commentary and engage their peers in dialogue. Our guiding questions are “why study leadership, what is the connection between leadership and the humanities and where do I fit in?” Students will think critically about the challenges and opportunities in their own lives and the larger world. Students are encouraged to share their findings and respect different perspectives.

Textbooks:  The Power of Invisible Leadership, Gill Hickman
The Leader’s Companion, J. Thomas Wren
Black Leaders on Leadership, Phyllis Leffler

Schedule:  please stay flexible as guest speaker invitations are confirmed.

January 17:  introductions and overview
January 1: preview The Power of Invisible Leadership, The Orpheus Orchestra
January 22:  Reading and writing day
January 24:  group discussions, The Power of Invisible Leadership
January 29:  group discussions, The Leader’s Companion, Section 2
January 31:  class discussions on all readings
February 5:  class discussions, The Power of Invisible Leadership and The Leader’s Companion.  Read Black Leaders on Leadership, Foreword-Chapter 2
February 7: lecture:  Leadership in mid-twentieth century Virginia – Barbara Johns.  Read Dr. Wren’s hand-outs
February 12:  Guest lecturer:  Dr. Thomas Wren.  Read Black Leaders...Chapters 3-4.  The Leader’s Companion, Part 5.
Extracurricular:  Jepson Leader-in-Residence Lecture, Vivian Pinn, M.D. Jepson Alumni Center, 4:30. RSVP
February 14: class discussion, revisiting Dr. Pinn’s lecture, review Black Leaders and The Leader’s Companion. Read Black Leaders Chapters 5; The Leader’s Companion, Section 8
February 19: group discussions

February 21: Class discussion. Read, The Leader’s Companion, Sections 7 and 13. Black Leaders...Chapter 7 –through Bibliography

February 26: Phyllis Leffler, Professor Emerita, University of Virginia

February 28: Review lecture. class discussion

March 5: group presentations: Black Leaders on Leadership and The Leader’s Companion

March 7: group presentations: Black Leaders on Leadership and The Leader’s Companion

March 12: Spring Break

March 14: Spring Break

March 19: Review. Read The Leader’s Companion, Chapters 9-11

March 21: class discussions group leadership: Read The Leader’s Companion, Chapter 12-13

March 26: group leadership: re-read The Power of Invisible Leadership

March 28: Question: how has your understanding of Invisible Leadership changed? Class discussion

April 2: group discussions

April 4: Read Section 4: The Leader’s Companion. Read handouts from Kelly King Horne

April 09: Guest Lecturer: Kelly King Home, Executive Director, Homeward

April 11: group leadership

April 16: class discussion

April 18: TENTATIVE: Martha Shickle, Executive Director, Richmond Regional Planning District Commission

April 23: class discussion

April 25: final group leader discussions. Turn in final group papers

April 30: Class discussion regarding take-aways. Turn in final individual papers

**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](http://registrar.richmond.edu/services/policies/academic-credit.html)

**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

**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.”

[student development.richmond.edu/student-handbook/honor/the-honor-code.html](student development.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.

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**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/ 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.