The purpose of this course is to provide an essential grounding in leadership studies and the humanities. As a historian, I bring students attention to leadership through the lens of history. We approach this course through a model of shared learning experience. Student-led small groups will provide observations, reflections, insight, commentary and engagement with 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 practice small group dynamics as they work together to reach their common goal of learning how leadership works. Reflection papers should focus on the process of group formation: including but not limited to developing trust, overcoming challenges, and adapting to change. Students will think critically about and articulate their individual and collective learning experiences. They must also be prepared to discuss the assigned readings, interact with guest speakers, attend campus events and share their evolving perspectives.


Khan-Cullor et al. When They Call You a Terrorist: A Black Lives Matter Memoir.

Leffler, Phyllis, editor. Black Leaders on Leadership: Conversations with Julian Bond.

J. Thomas Wren, editor. The Leader’s Companion: Insights on Leadership through the Ages

Schedule:
Tuesday, Jan. 15: introductions and overview. Why study the humanities? Why study leadership? Assignment: Read part 1, *When they call you a Terrorist*.

Thursday, Jan. 17: class discussion. Assignment: Work in small groups to identify and articulate themes in Khan-Cullors


Thursday, Jan. 31: Student-led small group discussions: take-aways from the *Power of Invisible Leadership*. Assignment: write two-three page group essay with footnotes and bibliography

Tuesday, Feb. 5: Discuss group process. 4:30 class meets at Hartnett Gallery for a tour of the exhibit, *Growing up in Civil Rights Richmond: A Community Remembers*, with Martha Wright, Assistant Curator of Academic and Public Engagement, University Museums. Read pt 1, “The Crisis of Leadership,” in *The Leader’s Companion*, pp 1-38.

Thursday, Feb. 7: 3:00 class meets at Harnett Gallery for a tour of the exhibit, *Growing up in Civil Rights Richmond: Community Remembers*, with Assistant Curator of Academic and Public Engagement, University Museums. Read part 1, “The Crisis of Leadership,” in *The Leader’s Companion, pp 1-38*.

Tuesday, Feb. 12: student-led small group discussions on the readings and the gallery tour. Students will follow their presentations with a 2-3 page group essay. Due 02/14.

Thursday, Feb. 14: continue student-led discussions. Assignment: remaining students will write 2-3 page essay. Due 02/19.

Tuesday, Feb. 19: Public lecture: Bree Newsome 7 p.m. Read *The Power of Invisible Leadership*

Thursday, Feb. 21: Small group discussions on *The Power of Invisible Leadership*,
Tuesday, Feb. 26: Guest Lecturer: Irina Rogova, Project Archivist, Race and Racism at the University of Richmond Project. Read part 2 in *The Leader’s Companion*, “What is Leadership?”

Thursday, Feb. 28: Group discussions

Tuesday, March 5: Reflection paper due.

Thursday, March 7: Research day – class does not meet. Begin the process of thinking about and drafting your final paper. You decide what the subject will be, always with an eye toward the vast array of topics in leadership studies; state your thesis, the direction you plan to pursue, and begin exploring the sources you will use.

Tuesday, March 12: SPRING BREAK

Thursday, March 14: SPRING BREAK

Tuesday, March 19: Students will articulate their research ideas thesis and findings

Thursday, March 21: Writing day – class does not meet. Students in the 3 o’clock class will prepare a one-page précis of their final paper. Read *Black Leaders on Leadership*, Introduction through Chapter 3.

Tuesday, March 26: Guest lecturer, Dr. Phyllis Leffler. Students in 4:30 class will read Black Leaders, pp 1-104. Students will begin working in re-configured small groups. Also, prepare a one-page précis of final paper.

Thursday, March 28: Students in both classes will lead small group discussions on *Black Leaders on Leadership*. Begin group paper on Black Leaders.

Tuesday, April 2: Group papers due on *Black Leader*. Read, *The Leader’s Companion, pp 127-167*

Thursday, April 4: Reflection papers due. Read *Black Leaders*, chapters 4 through 6. Also, Read *The Leader’s Companion*, parts 6 and 7 and pp 325-338

Tuesday, April 9: Group Discussions

Thursday, April 11: Group Discussions

Tuesday, April 16: Group essays due. Read, *The Leader’s Companion, pp 303-324*

Thursday, April 18: Tentative: Guest lecturer, Sarah Whiting, Executive Director of Historic St. John’s (date subject to change)
Tuesday, April 23: final group discussions

Thursday, April 25. Last class day - final papers due.

Final Exams schedule: April 29-May 4

**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 @ 10 points each (total of 20 points); group papers may be shared with guest speakers.

Two group oral presentations @ 10 points each (total of 20 points);

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

Final paper: Six to eight pages @ 30 points. The paper should also include at least four secondary resources, a bibliography, and Chicago style footnotes. Papers may be shared with guest speakers.

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/](http://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

**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.