

Course ID: LDST 101

Instructor: Dr. Julian Maxwell Hayter

Office Hours: Tuesday and Thursday, 1:30pm to 2:30pm and by virtual appointment

Office Location: Jepson Hall, 119B (Ethics Suite)

Course Name: *Leadership and the Humanities*

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Course Meetings: Fall 2025

LDST 101, Sections 3 & 4: 9:00 am to 10:14 am & 10:30 to 11:45am—Jepson 118

Course Purpose

What is leadership? Better yet, what is leadership studies?

Broadly, this course uses the study of leadership to examine the ways humanity has organized (and continues to organize) strategies to meet challenges. Leadership is fundamentally a social endeavor—human beings are, and have always been, social creatures (*most competition between humans is based on cooperation*). The very process of leadership requires groups, communities, organizations, and larger collections of people. These people, within networks, agree to (and often dispute) parameters and guidelines. *This course, in the end, studies people and how people negotiate particular social roles.*

Leadership, as a social exercise, has always been with us. Leadership studies examines the universal phenomenon of leadership in human groups. Prepare to not only interrogate theories of leadership and various leadership strategies, but the politics and context of groups. During the first portion of the semester, we will examine the *actual* discipline of leadership studies and various historical notions of leadership. We will then look at historical case studies that confirm and/or bely these examinations and beliefs.

We do not train leaders at the Jepson School, per se (i.e., we are not called Jepson School of Leadership Training). In our title, the word “study” is as important as the word “leadership.” We examine leadership as an idea and actual lived experience. In studying leadership, you might find useful tools to apply to personal experiences, but we are not a vocational school, as it were. *You might, in fact, find that you’re more equipped to think about, and act on, leadership in an intellectual way.*

The Jepson School imagines leadership as it *was*, *is*, and *should be*. This course, largely because I am trained as a historian of modern U.S. history, contemplates leadership as it was. In fact, we use history because it provides not merely endless examples of leadership, but a framework to interrogate how context and change over time shaped the ways people work(ed) with or against one another.

Prepare to interrogate leadership in practice by looking at various so-called leaders, events, etc. throughout recent history. I ask that you question how broader historical/cultural context often shapes traditions of leadership (and, followership) and how notions of leadership shaped the ways people met challenges.

Over the semester’s duration, we will draw upon the **liberal arts** (especially recent historical analyses) as a vehicle to advance an enhanced understanding of the nature of leadership. Lectures are often discussion based. Please come to class having not only seriously grappled with the reading material but also prepared to speak intelligently about the information at hand.

Course Objectives

We will spend the semester not only analyzing leadership and the discipline of leadership studies, but also popular assumptions about what leaders are and are not. Below you’ll find a list of readings that beg you question the ways historical actors overcame (or did not) era-specific challenges. Examining this material drives at the heart of what leadership (and following) is and, perhaps, is not.

Specific Learning Objectives

1. This course begs students to think critically about leadership in practice and as a discipline. It also challenges (and, in some cases, affirms) presuppositions about leadership
2. You will analyze theories of leadership, various leadership strategies, and actual leaders within historical and contemporary contexts
3. You should interrogate various leadership styles, notions of followership, and the social dynamics that comprise these ideas

General Expectations

Success in this course hinges upon your ability to read course material effectively, write about readings and lecture material intelligently, and pertinently discuss various issues during lectures. To that end, I have several expectations for students during this semester's duration.

1. **Attendance and Classroom Protocol:** Class attendance is essential to your success in this course. I do not take daily attendance, but I am keenly aware of students who are chronically absent. In fact, this course is designed (i.e., the quizzes and exams) to punish those of you who are frequently absent. Unless you have a mandated, university-based accommodation, you are not allowed to use laptops to take notes during class. Please keep your iPhones and iPads off the desks! During study sessions and group work, you may use these devices.
2. **Reading Material: THIS COURSE IS READING INTENSIVE!** I strongly urge students to complete readings prior to class. I also require that you bring reading material to class. Please be mindful of the reading load and try to stay abreast current readings.
3. **Class Participation:** Please come to class prepared to talk extensively about the reading material and/or how the reading material relates to *relevant* subjects you think might enhance lecture/discussion. Missing class regularly and not participating is "D to C level" participation. Missing class regularly, yet participating is "B- level" work. Coming to class regularly yet failing to contribute is "B/B+ level" participation. Coming to class and participating regularly is "A-/A level" participation. Also, I can't see alligator arms, if you've got something to say, raise your damn hand (high) or speak up (I won't be offended).
4. **Cheating:** I catch at least one person every semester, despite the fact that I've included this subheading in my syllabi since teaching at UR. That said, do your own work or face the consequences. Our honor system prohibits *unauthorized* assistance in the completion of given assignments. All students are expected to understand and avoid plagiarism and all other forms of academic dishonesty. Instances of cheating on coursework will be referred to the honor council—I *will not* adjudicate them. I simply send them directly to the Honor Council. As such, you must pledge and sign all written material for this course-- "I pledge that I have neither given nor received unauthorized assistance during the completion of this work".
5. **Pledging: I will not grade assignments that students fail to pledge.** You may not upload course materials from blackboard, class notes, etc. to any course-specific webpage (e.g., coursehero.com). Course materials from blackboard are my and other scholars' work.
6. **Communication:** Please check your email regularly— email is our primary mode of out-of-class communication. I will respond to emails in a timely manner. However, **I will not respond to messages sent after 8pm until the next morning.** Although email is a viable means to ask questions about the course, course material, or writing assignments, these questions may also be answered during office hours or by appointment.
7. **Exams and Quizzes:** Only students with extraordinary circumstances may move their final exams in consultation with the faculty member. Unless mandated by administrators for the purposes of athletics, contract tracing, other COVID-19 related issues, and/or university-approved issues (of the serious

- persuasion), **exams and quizzes cannot be** rescheduled. Period. You're not rescheduling final exams to leave for home at a time that's more convenient for you. The final schedule is what it is. Take it up with administration if you think it's unfair. If you miss an exam, your score is zero. Also, if you have a DAN, you need to either schedule to take your exam with Christina Mills in Jepson or with Disability Services.
8. **Grade Grubbing: It is unethical to dole out grades that students haven't earned.** At Jepson, we prioritize ethics (this will become clear as the semester rolls on) and it is my job, as an expert, to assess your comprehension of the subject matter. Inflating grades gives rise to cognitive dissonance between students you have earned their grade and those that they think they deserve more. Hard work doesn't always pay off—we don't give grades for effort; we give them for performance. There are any number of things that people pay for that require them to follow rules—this is place is one of many.
 9. **Generative AI tools** are not authorized for use in this class (i.e., you MAY NOT use AI on any other assignment in this course). See subheading 4 above.
 10. **NO EXTRA CREDIT. NEVER. EVER. FOREVER EVER NEVER.**

Syllabus Meaning (this heading is red for a reason)

Consider this document a contract. Fulfill your end of the bargain—the parameters under which you will work have been clearly articulated. The rules are important. Follow them. The success of this course hinges on our ability to work together in a manner that respects the group. Do your job so that I can do mine. It's that simple.

Required Reading

The readings outlined below are required. Aside from the books detailed immediately below, I will also upload readings to blackboard. THEY TOO ARE REQUIRED. Blackboard readings are marked **(blackboard)** in the course schedule section below. They too are required reading.

Jeffrey Rosen, *The Pursuit of Happiness: How Classical Writers on Virtue Inspired the Lives of the Founders and Defined America* (New York City: Simon & Schuster, 2024)

Bert A. Spector, *Discourse on Leadership: A Critical Appraisal* (Cambridge: Cambridge University Press, 2016)

J. Thomas Wren, Douglas A. Hicks, and Terry L. Price, *Traditional Classics on Leadership* (Northampton: Edward Elgar Publishing, Inc., 2004)

Assessment & Course Requirements

Principally, the Jepson School abides by the provision of the Honor System. All written material, including papers, exams, etc. must have the word, “Pledged”, along with students’ signatures. Writing “Pledged” signifies— “I pledge that I have neither given nor received unauthorized assistance during the completion of this work”.

Class Participation & Simulations:	20% of final grade
Presentations:	20% of final grade
Writing Quizzes:	15% of final grade
Mid-Term Exam:	25% of final grade
Final Exam:	20% of final grade

Grading Scale:

A+ 4.0	B+ 3.3	C+ 2.3	D+ 1.3
A 4.0	B 3.0	C 2.0	D 1.0
A- 3.7	B- 2.7	C- 1.7	D- 0.7
F 0.0	I 0.0	M 0.0	V 0.0

Major Assignments

1. Reading Quizzes

- a. We will have reading quizzes throughout the semester. These quizzes pertain specifically to the material we’ve recently traversed. I’ve designed quizzes to showcase how well you understand the reading material *and* lecture. All quizzes are multiple choice and generally between 4 to 5 questions.
- b. Generally, these quizzes will take no more than 10 minutes. They’re not trick questions. In fact, I will ask you very straightforward queries about the reading and lecture material.
 - i. Quiz Dates
 1. September 9
 2. September 18
 3. October 30
 4. November 6

2. Research Presentations

- a. In November all of you (in groups of three to four) will present a lecture on a subject of your choosing (and, my approval). These presentations should grapple with 3 major questions; 1) how does the topic relate to the study of

leadership; 2) what does your topic tell us about the nature of leadership; and 3) what historical challenges provided the context for topic in question.

- b. This project is designed to not only inform your classmates (and, myself) about the topic, but to also answer the three questions above as lucidly and intelligently as possible. A presentation's effectiveness hinges upon your ability to do relevant research, cite research, articulate points clearly, provoke questions, and answer classmates' questions in an intelligent manner. Above all, you should aim to fully integrate a healthy supply of both primary and secondary sources. We will want to know not merely what you think of the topic in question, but also what scholars have to say about your topic.
 - i. You will be held accountable for (i.e., tested) information in presentations (not simply *your* presentation), so attending your classmates' presentations is a must!

3. Simulations

- a. After the midterm we will take what we've learned and apply to in-class historical simulation exercises.
 - i. Prompt TBD

4. Midterm and Final Exams: **THERE ARE NO EXAM RESCHEDULES (read above for details)**

- a. Midterm— October 9, in class.
- b. Final Exam: TBD

University Resources

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

Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).³ A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.⁴

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.⁵ With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

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 (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/dpe37chr2zodr3o1amti8omik72v2ktb>). **Email Roger Mancastroppa** (rmancast@richmond.edu) **and Hope Walton** (hw Walton@richmond.edu) **for appointments in academic and life skills to request a Zoom conference.**

Boatwright Library Research Librarians: (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

Course Schedule

Adjustments may be made to the course schedule as I see fit.

There may be slight variations in page numbers, as some of the book editions have been updated. Use your best judgment.

CAUTION—reading material assigned to a particular date affects the corresponding lecture. More specifically, reading(s) delineated on a particular day should be completed prior to the day I have slotted the material. **For instance, readings pertaining to August 28 will appear beneath the heading on August 26.**

(BB)= reading on blackboard

Week One: **Interrogating Notions of Leadership**

August 26: Course Introduction

Readings for the 28th:

Spector, *Discourse on Leadership*, 1-29

Aristotle, *Traditional Classics on Leadership*, 14-22

(BB)

August 28: Interrogating the Meaning of Leadership

Readings for September 2 (repeat for every listing below)

Spector, *Discourse on Leadership*, 33-55

Rousseau, *Traditional Classics on Leadership*, 23-33 **(BB)**

Week Two: **Context Matters**

September 2: Of the Interpersonal & Contextual

Readings

Spector, *Discourse on Leadership*, 132-142

Walker, *Traditional Classics on Leadership*, 304-309 **(BB)**

September 4: Charisma & Context Alone?

Readings

Spector, *Discourse on Leadership*, 64-86

Marx and Engels, *Traditional Classics...*, 288-303 **(BB)**

Rosen, *Pursuit...*, Chapter 1

Week Three: **Following**

September 9: Behind the Scenes: Followership? **(QUIZ NUMBER ONE)**

Readings

Spector, *Discourse on Leadership*, 118-132

Wollstonecraft, *Traditional Classics...*, 230-252 **(BB)**

September 11: The Gender Division of Power

Readings

Ciulla, *The Nature of Leadership*, 508-537 **(BB)**

Week Four: The Ethics of Leadership

September 16: Ethics and Leadership, Leadership and Ethics

Readings

Wilson, *Hitler*, 1-36 **(BB)**

Black, *War Against the Weak*, Intro, Chapters 1-4 **(BB)**

September 18: Hitler **(QUIZ NUMBER 2)**

Readings

Machiavelli, *Traditional Classics on Leadership*, 87-96

Gritz, *Drinking the Kool-Aid*:

<https://www.theatlantic.com/national/archive/2011/11/drinki-ng-the-kool-aid-a-survivor-remembers-jim-jones/248723/>

Week Five: **Jim Jones and Cult Leadership**

September 23: Jim Jones and Jonestown

Readings

Rhetoric, Revolution, and Resistance in Jones Guyana, **(BB)**

September 25: Jones and Jonestown Continued

Readings

Rosen, *The Pursuit of Happiness*, Chapters 2-5

Week Six: **Leadership and the American Social Contract**

September 30: The Framers **(QUIZ NUMBER 3)**

Readings

Rosen, *The Pursuit of Happiness*, 6-9

October 2: The Framers Continued

Readings

Rosen, *The Pursuit of Happiness*, 10-12

Week Seven: **Midterm Week**

October 7: **Midterm Study Session**

No Reading

October 9: **Midterm**

No Reading

Week Eight:

October 14—**No Class, FALL BREAK**

October 16—**No Class**

Readings

Simulation 1 Reading Instructions, TBD

Week Nine: **Simulations**

October 21: Simulation Week—walkthrough

Readings:

October 23: Simulation, in-class

Readings:

Simulation 2 Reading Instructions, TBD

Week Ten: **Simulations**

October 28: Simulation Week—walkthrough

Readings:

October 230: Simulation, in-class

Readings:

Simulation 2 Reading Instructions, TBD

Week Eleven: **Research**

November 4: Research Session

No Readings—Research for PowerPoint Presentations

November 6: Research Session **(Quiz 4)**

No Readings—Research for PowerPoint Presentations

Week Twelve: Presentations

November 11: Presentation Consultation

No Readings—Research for PowerPoint Presentations

November 13: PowerPoint Presentations

Polish up the prezzies!

Week Thirteen: **PowerPoint Presentations**

November 18: Presentations

No Reading
November 20: Presentations
No Reading

Week Fourteen: Thanksgiving Break



Week Fifteen: PowerPoint Presentations

December 2: Presentations
No Reading
December 4: Presentations
No Reading

Final Exam Week: Final Exam: TBA