

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: *Historical Foundations of Leadership*

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Course Meetings: Fall 2025

LDST 101: 9:00am to 10:15am & 10:30pm to 11:45pm,—Jepson 118

Course Purpose

“In humans, cooperation extends beyond our relatives. It extends beyond our friends to include strangers. And our cooperation can scale up from small groups to millions of people.” – Coren Apicella

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

Most people think they know the answer to these questions—largely because they have seen leadership in their everyday lives or they aspire to (or have been placed in) positions of leadership. Seeing ain’t studying. Fields of study are gateways to understanding things in different and more nuanced ways. Depth defines academic investigation.

Broadly, this course uses the study of leadership to examine how people meet challenges.

Leadership is fundamentally a social endeavor— human beings are, and have always been, social creatures (*all competition between humans is based on cooperation*). Social connections have been essential to human survival and reproduction for millennia. And while rivalries and competition drive human behavior, we often focus on these factors at

the expense of emphasizing mutual aid. As social creatures, humanity's survival depends on connections and the politics that define these connections. This course and this school study, at a very fundamental level, people.

The Jepson School investigates leadership not just as a position, but a process of relationships between people.

The very process of human thriving (and leadership) requires groups, communities, organizations, and larger collections of people. These people, within networks, agree to (and often dispute) parameters and guidelines that define their interaction and direction. *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 examine 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 the 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 applications for firsthand experiences, but we are not a vocational school, as it were. *You might, in fact, find that you are 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 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

I am old school-- this course, like other college courses, is an exercise in educational aptitude and information literacy disguised as an urban history/leadership course. You will use pencils and pens as much as pads and tablets. I also do not use a lot of pedagogical bells and whistles— information matters, so too does expertise. You cannot understand *concepts* without *content*. Listening matters. My job is to evaluate your ability to negotiate large bodies of information—this is, as it stands, a 100-level introductory course based on discipline-specific ideas, theories, etc. To this end, lectures and reading material also matter. So does course participation and discussion.

More specifically, 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, I am, however, 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 phones and tablets off the desks! No recording of any kind— if I catch you with glasses, consider it a violation of this syllabus (you can translate that as F for participation). 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. 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.
 - a. Missing class regularly and not taking part is “D to C level” participation.

- b. Missing class regularly yet taking part is “B- level” work. Coming to class regularly yet not contributing is “B/B+ level” participation.
 - c. Coming to class and taking part regularly is “A-/A level” participation.
 - d. Also, I cannot see alligator arms, if you have something to say, raise your damn hand (high) or speak up (I will not be offended).
4. **Academic integrity, honor, and trust** are fundamental to the University of Richmond’s mission. Education is a philosophical process– colleges and universities follow certain principles of not just learning, but the process of evidence-based discovery. The University of Richmond, as a liberal arts institution, is committed to these principles. And above all else, these principles are bonded by by trust. In situations where academic misconduct strains our community’s trust, we have created a process of accountability that is efficient and fair—for students, faculty, and staff. While our culture of accountability very seriously considers to the underlying conditions that initially gave rise to the misconduct, it also requires that students, faculty, and staff remain proactive about our **Community Standards**.

Ideas matter. They power universities (they are the engine that drives higher education). We urge faculty, staff, and students to follow rules of evidence, give credit where it is due, and, when necessary, make their own validated claims of originality. This process is difficult to achieve if members of our community fail to honestly engage the educational process.

My ability to evaluate your work requires that the work in question upholds certain standards of academic integrity and trust. Barring instances of group-based work, all the assignments completed in this course must be your own work.

1. **Cheating:** Do your own work (unless otherwise specified) or face the consequences. Our community standards prohibit *unauthorized* assistance in the completion of given assignments. All students are expected to understand and avoid plagiarism and all other forms of academic dishonesty. Egregious instances of cheating on coursework will be referred to student conduct officials. It will follow this process: https://studentdevelopment.richmond.edu/Academic_Conduct_Process_Flowchart.pdf
5. **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.
6. **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 Heidi Thompson in Jepson or with Disability Services.

7. **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 do not 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.
8. **I have authorized generative AI tools** in this class for the following activities only—**final project**. The use of generative AI, however, must be cited in Chicago Manual of Style and within the citation, you must specify precisely how you used AI. Failure to cite AI usage will be considered a violation of academic misconduct.
 - a. You MAY NOT use AI on any other assignment in this course unless otherwise specified by the instructor.
9. **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 canvas. THEY TOO ARE REQUIRED. Canvas readings are marked **(Canvas)** in the course schedule section below. They too are required reading.

Andrew Delbanco, *College: What it Was, Is, and Should Be* (Princeton: Princeton University Press, 2023)

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 (DQs too):	25% of final grade
Presentations:	25% of final grade
Quizzes:	20% of final grade
Exams:	30% 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 have recently traversed. I've designed quizzes to showcase how well you understand the reading material *and* lecture. All quizzes are multiple choice and between 4 to 5 questions.
- b. These quizzes will take no more than 10 minutes. They are not trick questions. In fact, I will ask you very straightforward queries about the reading and lecture material.
 - i. Quiz Dates
 1. September 8
 2. September 22
 3. October 27
 4. December 8

2. Discussion Questions

- a. On the course schedule below, I have reserved certain dates for discussion. Come to class with 1 or 2 discussion questions. These questions should be open-ended (i.e., they *should not* be yes or no questions). These questions should help drive discussion by asking larger questions of the readings. They need to demonstrate command of the material, blend that material with lecture, and, ideally, bring in material outside of the course (e.g., cite an article, media, etc.) that grapples with the subject matter and the reading material in question. They should also incorporate outside material from relevant and reputable media sources, and these sources should be used to contextualize the question(s).

PROMPT TO COME.

- i. DQ1—September 17

- ii. DQ2—October 1
- iii. DQ3—October 27

3. 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 the topic relates 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!

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

- a. Midterm— October 8, in class.
- b. Final Exam: TBD

University Resources

Staff members from the resources below are available to students for consultations regarding the points delineated below

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>, 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/> 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.

Center for Awareness, Response, and Education (<https://care.richmond.edu/>): The mission of C.A.R.E. is to prevent violence and foster a healthier and safer campus for all spiders.

Health Promotion (<https://healthpromotion.richmond.edu/>): We support a holistic approach to the health and wellness of students, faculty, staff, and community members. We frequently partner with campus-wide departments to offer educational programming and prevention services, while creating and building community.

Disability Services (<https://disability.richmond.edu>) 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> 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> 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.

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

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." <https://studentdevelopment.richmond.edu/student-handbook/honor/index.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

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 pertain to the corresponding lecture. 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 27 will appear beneath the heading on August 25.**

(C)= reading on canvas

Week One: Interrogating Notions of Leadership

August 25: Course Introduction

Readings for the 27th:

Spector, *Discourse on Leadership*, 1-29

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

(C)

August 27: Interrogating the Meaning of Leadership

Readings for the 1st (repeat for every listing below)

Spector, *Discourse on Leadership*, 33-55

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

Week Two: Context Matters

September 1: Of the Interpersonal & Contextual

Readings

Spector, *Discourse on Leadership*, 132-142

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

September 3: Charisma & Context Alone?

Readings

Spector, *Discourse on Leadership*, 64-86
Marx and Engels, *Traditional Classics...*, 288-303 **(C)**
Delbanco, *College*, Introduction and Chapter 1

Week Three: **Following**

September 8: Behind the Scenes: Followership? **(QUIZ NUMBER ONE)**

Readings

Spector, *Discourse on Leadership*, 118-132
Wollstonecraft, *Traditional Classics...*, 230-252 **(C)**

September 10: The Gender Division of Power

Readings

Ciulla, *The Nature of Leadership*, 508-537 **(C)**
Delbanco, *College*, Chapters 2 and 3

Week Four: The Ethics of Leadership

September 15: Ethics and Leadership, Leadership and Ethics

Readings

Wilson, *Hitler*, 1-36 **(C)**
Black, *War Against the Weak*, Intro, Chapters 1-4 **(C)**

September 17: Discussion—Delbanco and College

Readings

Machiavelli, *Traditional Classics on Leadership*, 87-96
Gritz, *Drinking the Kool-Aid*:
<https://www.theatlantic.com/national/archive/2011/11/drinking-the-kool-aid-a-survivor-remembers-jim-jones/248723/>

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

September 22: Jim Jones and Jonestown **(QUIZ NUMBER 2)**

Readings

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

September 24: Jones and Jonestown Continued

Readings

Delbanco, *College*, Chapters 4 and 5

Week Six: Leadership and the American Social Contract

September 29: Leadership and Higher Education

Readings

Delbanco, *College*, Chapters 6

October 1: Discussion

Readings

Delbanco, *College*, Chapter 7

Week Seven: Midterm Week

October 6: Study Session

Reading

NO READING

October 8: **Mid-term**

Reading

Week 8: Partial week BREAK, October 9 to October 14—relax, be safe, decompress (or don't)



October 15: *The Social Dilemma* Documentary

Readings:

Haidt and Rose-Stockwell, *The Dark Psychology of Social Networks*:

<https://www.theatlantic.com/magazine/archive/2019/12/social-media-democracy/600763/>

Week Nine: Leadership in Your Time

October 20: Finish Documentary and Leadership in the Digital Age

Readings:

Haidt and Rose-Stockwell, *The Dark Psychology of Social Networks*:

<https://www.theatlantic.com/magazine/archive/2019/12/social-media-democracy/600763/>

Madison, *Traditional Classics on Leadership*, 41-46

October 22: Leadership in the Digital Age Continued

Readings:

LaFrance, *Facebook is a Doomsday Machine*:

<https://www.theatlantic.com/technology/archive/2020/12/facebook-doomsday-machine/617384/>

Madrigal, *Mark Zuckerberg's Power is Unprecedented*:

<https://www.theatlantic.com/technology/archive/2020/12/fac ebook-doomsday-machine/617384/>

Week Ten: **Research Sessions**

October 27: Final Discussion & Project Introduction (**Quiz Number 3**)

No Readings—Research for PowerPoint Presentations

October 29: Begin Research for Presentations (QUIZ 3)

Readings:

No Readings—Research for PowerPoint Presentations

Week Eleven: **Research Session**

November 3: Research Session

No Readings—Research for PowerPoint Presentations

November 5: Research Session

No Readings—Research for PowerPoint Presentations

Week Twelve: **Presentations**

November 10: Presentation 1

No Readings—Research for PowerPoint Presentations

November 12: Presentation 2

No Readings—Research for PowerPoint Presentations

Week Thirteen: **Presentations**

November 17: Presentation 3

No Reading

November 19: Presentation 4

No Reading

Week Fourteen: NO CLASS—Thanksgiving Break



Week Fifteen: **Presentations**

December 1: Presentation 5

No Reading

December 3: Presentation 6

No Reading

Week Sixteen: **Last Week of Class**

December 8: Final Quiz (Quiz 4)