

**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:** 9:00am to 10:15am & 12:00pm to 1:15pm,—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 (DQs too):	25% of final grade
Presentations:	25% of final grade
Quizzes:	20% of final grade
Exams:	30% of final grade

### **Grading Scale:**

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

## **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. January 27
    2. February 10
    3. February 26
    4. April 22

### **2. Discussion Questions**

- a. On the course schedule below, you will find certain dates have been reserved 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—February 19
- ii. DQ2—February 26
- iii. DQ3—March 24

### 3. Research Presentations

- a. In March 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!
4. **Midterm and Final Exams: THERE ARE NO EXAM RESCHEDULES (read above for details)**
- a. Midterm— March 5, 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](http://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](http://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 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 January 15 will appear beneath the heading on January 13.**

**(BB)**= reading on blackboard

### Week One: **Interrogating Notions of Leadership**

January 13: Course Introduction

**Readings for the 15<sup>th</sup>:**

Spector, *Discourse on Leadership*, 1-29

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

**(BB)**

January 15: Interrogating the Meaning of Leadership

**Readings for the 20<sup>th</sup> (repeat for every listing below)**

Spector, *Discourse on Leadership*, 33-55

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

### Week Two: **Context Matters**

January 20: Of the Interpersonal & Contextual

Readings

Spector, *Discourse on Leadership*, 132-142

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

January 22: Charisma & Context Alone? **(QUIZ NUMBER ONE)**

Readings

Spector, *Discourse on Leadership*, 64-86

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

Rosen, *Pursuit...*, Chapter 1

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Week Three: **Following**

January 27: Behind the Scenes: Followership?

Readings

Spector, *Discourse on Leadership*, 118-132

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

January 29: The Gender Division of Power

Readings

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

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Week Four: The Ethics of Leadership

February 3: Ethics and Leadership, Leadership and Ethics

Readings

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

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

February 5: NO CLASS

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/>

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

February 10: Jim Jones and Jonestown **(QUIZ NUMBER 2)**

Readings

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

February 12: Jones and Jonestown Continued

Readings

Rosen, *The Pursuit of Happiness*, Chapters 1-3

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

February 17: The Framers

Readings

Rosen, *The Pursuit of Happiness*, 4-7

February 19: Discussion

Readings

Rosen, *The Pursuit of Happiness*, 8-10

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

February 24: The Framers Continued

Readings:

Rosen, *The Pursuit of Happiness*, 11-12

February 26: Discussion **(QUIZ NUMBER 3)—NO DQ**

No Reading

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**Week Eight: Midterm Week**

March 3: Study Session

Reading

NO READING

March 5: **Mid-term**

Reading

**SPRING BREAK, MARCH 6 TO MARCH 16—relax, be safe, decompress (or don't)**



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Week Ten: Leadership in Your Time

March 17: *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/>

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

March 19: 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/facebook-doomsday-machine/617384/>

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Week Eleven: **Research Sessions**

March 24: Final Discussion

No Readings—Research for PowerPoint Presentations

March 26: Begin Research for Presentations

Readings:

No Readings—Research for PowerPoint Presentations

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Week Twelve: **Research Session**

March 31: Research Session

No Readings—Research for PowerPoint Presentations

April 2: Research Session

No Readings—Research for PowerPoint Presentations

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Week Thirteen: **Presentations**

April 7: Presentation 1

No Readings—Research for PowerPoint Presentations

April 9: Presentation 2

No Readings—Research for PowerPoint Presentations

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Week Fourteen: **Presentations**

April 14: Presentation 3

No Reading

April 16: Presentation 4

No Reading

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Week Fifteen: **Presentations**

April 21: Presentation 5

No Reading

April 22: **Quiz Number Four**

No Reading

**Final Exam Week, Final Exam: TBA**