

**LDST 101 LEADERSHIP STUDIES AND THE HUMANITIES**  
**FALL 2024 - COURSE SYLLABUS CRN #12782**

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Office hours: By appointment

Class meeting time    *Section 05*      Tuesday, Thursday 12:00 pm – 1:15 pm  
and location:                                      Jepson Hall 103B

### **INTRODUCTION**

Studying leadership is a journey into self-discovery. It requires you to examine beliefs and values, to suspend judgment to become a critical thinker, and to move into new and uncharted territory. This course is designed as a beginning point for the examination of the issues and concepts involved in the study of leadership by focusing on the nature and the character of leadership itself. This readings and class discussions will address several basic questions such as what is leadership and its elements? How does context affect the nature of leadership? How do persons become effective leaders and/or effective followers? What is the moral purposes of leadership? What are the historical references for our contemporary leadership theories and ideas?

### **COURSE LEARNING PLAN**

Course Learning Objectives - The essential, overarching learning objectives of this course are the following:

1. The student should become comfortable with the concept of leadership and why it is studied.
2. The student should recognize the various “elements” of leadership.
3. The student should know something about the process of leadership.
4. The student should be aware of the historical writings pertaining to leadership.
1. The student should have an enhanced understanding of the concepts and practices involved in leadership in a diverse / pluralistic society.
2. The student should be familiar with the kinds of questions asked by leadership scholars.
3. The student should have enhanced powers of critical analysis and increased capabilities of oral and written communication.

### **COURSE IN ACTION**

This course seeks to **actively engage you** in the class, to challenge you to challenge yourself, your peers...and your instructor. In short, this is not a course for the passive or for those who want the teacher to provide all the answers.

Employing a variety of teaching techniques, the course requires a high level of student participation in classroom activities and group discussions. You will be challenged to think critically and imaginatively about the course material. It is important to note that this course will be a shared intellectual enterprise engaging instructor and students equally. We will employ several different instructional strategies and classroom experiences, many of which are designed to promote active, hands-on learning. Thus, the course seeks to integrate active, experiential, problem-based learning

and the study of leadership theories and concepts.

## **COURSE REQUIRED READINGS**

The classroom work in this course will center on the reading assignments. Since the course involves as much discussion as possible, and with minimum lecturing, it is **IMPERATIVE** that you complete the assigned readings prior to each class.

### **Texts:**

Green, K. (2015). *Something must be done about Prince Edward County: A family, a Virginia town, a Civil Rights battle*. Harper Collins Publishers.

Wren, J. T. (Ed.). (1995). *The Leader's Companion: Insights on Leadership through the Ages*. The Free Press. (Book is available in electronic copy on Boatwright Library website.)

### **Articles:**

Many of the readings are online. You can access these articles under the Course Document section on the **Blackboard website** and will be labeled **Bb online**.

## **COURSE POLICIES AND STANDARDS**

The following class policies are established for the purpose of allowing students enrolled in leadership courses to establish practices that demonstrate mature and responsible behavior toward their work and each other.

### **Class and Event Attendance and Participation**

Attendance and participation in class and group activities/meetings are very serious components of the class. Class attendance **is required**. Student absences due to serious illness will not be penalized. In the event of excused absences, the instructor will support students to maintain progress toward the course learning goals. Please do not hesitate to communicate with me about any extended absence. In addition, unless there are good reasons, lateness will not be tolerated. Chronic lateness will be penalized.

### **Technology**

Laptops are acceptable in class. *I encourage you put away your smartphones during class and not check these until after class.*

### **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)

### **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.”

<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](https://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.<sup>1</sup> Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.<sup>2</sup> 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).<sup>3</sup> 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.<sup>4</sup>

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.<sup>5</sup> 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.

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<sup>1</sup>Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548.

<https://doi.org/10.1146/annurev.psych.60.110707.163651>

<sup>2</sup>Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25.

<https://doi.org/10.1002/abc.20044>

<sup>3</sup>Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

<sup>4</sup>Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1).

<http://dx.doi.org/10.3998/currents.17387731.0001.106>

<sup>5</sup> <https://inclusion.richmond.edu/>

### **AI tools**

The use of AI tools (such as ChatGPT) is permitted in this course with certain tasks and with attribution: You may use AI platforms to help prepare for assignments and projects (i.e. to help with

brainstorming ideas). You may also use AI tools to help revise and edit your work (i.e. to help identify any flaws in reasoning, spot confusing or underdeveloped paragraphs, or to fix citations). Using any AI tools in any other manner outside of these specified tasks without explicit permission is a form of academic dishonesty and a violation of the UR Honor Code. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact me to discuss the issue before the assignment is due.

If you choose to use AI tools for the tasks specified above, you must do so with caution and proper citation. Remember AI tools have flaws and their use is not a replacement for your own thinking and research. When submitting each assignment, you must clearly attribute what part(s) of the assignment was generated by the AI tool. All statements containing AI-generated text must appear in a different colored font and use an in-text parenthetical citation in APA style.

### **ADDITIONAL SUPPORT**

There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([asc.richmond.edu](http://asc.richmond.edu)): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. **Email** [Roger Mancastroppa \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hw Walton@richmond.edu\)](mailto:hw Walton@richmond.edu) **for coaching appointments in academic and life skills.**

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://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 individual appointments, class library instruction, tutorials, and [research guides](http://libguides.richmond.edu) (libguides.richmond.edu). Students can [contact an individual librarian](http://library.richmond.edu/help/liaison-librarians.html) (library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), or [chat](http://library.richmond.edu/chat.html) (library.richmond.edu/chat.html).

**Career Services:** ([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** ([caps.richmond.edu](http://caps.richmond.edu) 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 brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** ([disability.richmond.edu](http://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 students 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** ([speech.richmond.edu](http://speech.richmond.edu) or 287-6409): 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. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

**Writing Center** ([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.

## COURSE GRADING

- 20% Midterm Essay Exam
- 20% Final Exam
- 20% Individual case study response essay/reflection
- 20% Group case study presentation
- 20% Attendance, class participation

## COURSE SCHEDULE

### Introduction – Why Study Leadership

#### Week 1

**Tues., Aug. 27**      **Introduction**  
Review Syllabus

**Thur., Aug. 29**      **Introduction**  
**Reading:** Wren, #1, 2, 9

#### Week 2

**Tues., Sept. 3**      **Why Study Leadership?**  
**Reading:** Wren - #5, 6, 7, 8  
Bb online, Plato, *Allegory of the Cave*

### Breaking the Habit of Leader Centrism

**Thur., Sept. 5**      **Traits and Behavior**  
**Reading:** Wren, #23, 24, 25

### Week 3

**Tues., Sept. 10**      **'Holding out for a Hero'**  
Reading:              Wren, #10, 34  
Bb online, Allison and Goethals, *Hero Worship*

**Thur., Sept. 12**      **Charisma**  
Reading:              Wren, #21, 43  
Bb online, reading on myth of charisma

## Followership and Leader-Follower Influence

### Week 4

**Tues., Sept. 17**      **Followership and Teams**  
Reading:              Wren, #29, 30, 31  
Bb online, reading on teams in leadership

**Thur., Sept. 19**      **Reciprocity in leading: Transforming and transactional**  
Reading:              Wren, #20  
Bb online, Burns, reading from *Leadership*

### Week 5

**Tues., Sept. 24**      **Creativity and Leadership**  
Reading:              Bb online, readings on creativity and leadership

**Thur., Sept. 26**      **Motivation and Leadership**  
Reading:              Bb online, readings on motivation and leadership

## Situationism and Change

### Week 6

**Tues., Oct. 1**        **Leading Change and Situational Leadership**  
Reading:              Wren, #22, 32

**Thur., Oct. 3**        **History, Fate and Social Change**  
Reading:              Wren, #11  
Bb online, history and social change

**REQUIRED EVENT:** *Reading Between the Lines: Zoning, Housing, and Education in the Richmond Region*, UR Queally Admissions Center, 5:30 pm

### Week 7

**Tues., Oct. 8**        **Catch up and Review**

**Thur., Oct. 10**      **Midterm Essay Exam**

## Week 8

Tues., Oct. 15      **No class – Enjoy Fall Break**

### **Diversity, Equity, Inclusivity and Belonging (DEIB)**

**Thur., Oct. 17      Demographic Change in Schools and Society**

Reading:            Bb online, *Learn and Live 2* report  
Bb online, *Unpacking the Census*

## Week 9

**Tue., Oct. 22      Gender Expectations in Leadership**

Reading:            Bb online, readings on gender and leadership

**Thur., Oct. 24      Benefits of DEIB**

Reading:            Bb online, readings on benefits of diversity and leadership

### **Values in Leadership: Ethics, Morality and Failure**

## Week 10

**Tues., Oct. 29      Ethics and Leadership**

Reading            Wren, #64  
Bb online, readings on ethics and leadership  
Bb online, *The Parable of the Sadhu*

**Thur., Oct. 31      Happy Halloween!**

**Failure and Leadership**

Reading:            Bb online, readings on failure and leadership

### **Community, Citizen and Servant Leadership**

## Week 11

**Tues., Nov. 5      Election Day!**

**Citizen and Political Leadership**

Reading:            Wren, #3, 41, 42  
Bb online, reading on political leadership

**Thur., Nov. 7      Servant Leadership**

Reading:            Bb online, readings on servant leadership

<b>Case Study of Community, Citizen and Servant Leadership</b>
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**Week 12**

**Tues., Nov. 12**      **Case Study: Segregation in Prince Edward County, Virginia**  
**Reading:**            Bb online, readings on school segregation in Virginia and Prince Edward Cty

**Thur., Nov. 14**      **Barbara Johns and Walkout of Moton High School**  
**Reading:**            Green, *Something Must Be Done About Prince Edward County*  
Part I

**Week 13**

**Tues., Nov. 19**      **Barbara Johns and Walkout of Moton High School**  
**Reading:**            Green, *Something Must Be Done About Prince Edward County*  
Part II

**Thur., Nov. 21**      **Workday for Case Study**

**Week 14**

**Tues., Nov. 26**      **No Class – Happy Thanksgiving**

**Thur., Nov. 28**      **No Class – Happy Thanksgiving**

**Week 15**

**Tues., Dec. 3**        **Case Study presentations**

**Thur., Dec. 5**        **Case Study presentations**

**Fri., Dec. 6**         **Case Study response/reflection essay due**

**Week 16**

**FINAL**                **Monday, Dec. 9, 2-5 pm**