

**Virtual Campus**

# **School of Leadership and Humanities**

Wayland Baptist University Mission Statement**:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

Course Name**:** ENGL/LDRS 5324

Term and Year**: Fall 2025- 2nd 8 weeks**

Full Name of Instructor**: Maria O’Connell**

Office Phone and WBU Email Address**: Office: 806-291-1102, Cell: 806-224-8234, email:** maria.o’connell@wbu.edu

Office Hours, Building, and Location**:** by Appointment

**Class Meeting Time and Location**: TBD

**Catalog Description:** This course examines ways in which significant works of literature explore, reflect, and shape major themes and theories of leadership style and behaviors.

**Required Textbook and Resources**:

Butler, Octavia, *Parable of the Sower*

Cather, Willa*. Death Comes for the Archbishop*

McManus, Robert and Gama Perucci, *Understanding Leadership: An Arts and Humanities Perspective* (2nd ed) Routledge, New York, 2020.

Melville, Herman*. Moby Dick*

Shakespeare, William, *Henry V*

The Holy Bible

Various Articles within Blackboard

**Additional Resources:**

TBD

Course Outcome Competencies: Although the outcomes will be the same, the method of completion may vary according to the topic selected for the semester. Upon the conclusion of this course students actively engaged in learning will be able to:

1. Critically read and engage literary texts as cultural artifacts.

2. Debate types of leaders and leadership models demonstrated within literary texts, integrating into their discussion established leadership theories.

3. Discuss the ethical struggles and dilemmas faced by characters within the texts.

4. Assess the role of rhetoric as a tool in leadership.

5. Analyze the cultural components of leadership models as reflected in the texts.

Attendance Requirements: As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings.  All absences must be explained to the instructor, who will then determine whether the omitted work may be made up.  When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director.  Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course.  Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Disability Statement: Disability statement - In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

You are allowed to use generative AI to look for sources or better understand a prompt, but you must get all your quotations from the course textbook and cite with the textbook page numbers. You should verify that any sources cited are real. YOU MUST PROVIDE a WORKS-CITED ENTRY for the AI used. The majority of any written assignment must be written by the student.

ii. While there is no true substitute for direct help and instruction from your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.

iv. Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty

Course Requirements and Grading Criteria**: “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”**

**Grading Criteria:**

**Class Participation and Discussion- 35%**

**Research Presentation- 20%**

**Close Reading Essay 1- 10%**

**Close Reading Essay 2- 10%**

**Research Project and Written Results-25%**

**SCHEDULE**

 **This schedule is subject to change**

**We will be working with the Five Components of Leadership Model as presented by Robert M. McManus and Gama Perucci in *Understanding Leadership: An Arts and Humanities Perspective* (2nd ed) Routledge, New York, 2020.**

**The leader, the followers, the goal, the context, and the values and norms of the culture where the leadership process is functioning.**

**Power Leadership**

*Henry V*

Week 1 –

DB 1:

Tell us a bit about yourself. What do you hope to get from this class? How do you see literature helping us to understand leadership?

DB 2: Choose one:

1.) *Henry V* is often taught as an example of great leadership. How is its focus on the King as leader? Does Shakespeare’s play also focus on the goal and the followers? Why or why not? Give some examples.

2.) How does King Henry understand his power, and how is it different from the King of France’s understanding of power? Give some examples.

3.) Henry V was a riotous and immature young man, influenced by his friend Falstaff, in *Henry IV*  (Parts 1 and 2). How do we see this past haunting him? How does Henry put the past away from himself?

**Charismatic Leadership**

*Moby Dick*

Week 2: Read Chapters 1-75 You can skip 55-58 and 64-65

DB1 Choose ONE (1)

1.) Why does Ishmael choose his pen-name? What does it have to do with his personality and the way the story might play out? How does Ishmael show an interest in others’ cultures and stories?

2.) Who is Queequeg and what kind of leadership does he seem to portray? As the story develops he will come to be a type of counterpoint to Ahab. How might he be more powerful than Ahab in some respects? How do the “Knights and Squires” figure as leaders? Do they limit Ahab in any way?

3.) Chapter 9 is a sermon on Jonah, and Chapter 19 is a prophetic encounter. What do they have to do with the morals and values of the story?

DB2 Choose ONE (1)

1.) How is Ahab described? What are some of the aspects of his personality that might make him a charismatic leader? What does his leadership style have to do with his followers and with the context of a whaling voyage?

2.) How is Moby Dick different than other whales? How might his length of life and his scars reveal about his ability to survive and point to a different situation than either Ahab or Stubb expect?

3.) What does Ahab’s participation in the boats reveal about his leadership skill? What do the different mates show about effective styles and how to form a team? How is each charismatic and attractive as leaders?

Week 3: Read Chapters 83 and 91-135

DB1 Choose ONE (1)

1.) How is Jonah historically regarded different from the Jonah in Fr. Mapple’s sermon? How are the different meetings a type of Jonah message for Ahab? Why does Ahab disregard the warnings?

2.) What do the chapters on Ambergris, the Cassock, the Try-Works reveal about the type of leadership needed in a whaling ship? Are you surprised by the discipline and teamwork in such a diverse and rough group of men? Why or why not?

3. ) What kind of man is the carpenter? Why does he teach Ishmael? Why is he so important to the ship? Does every man in a team get the same kind of leadership? Why or why not?

DB 2

1.) The incident between Starbuck and Ahab (chapter 109) is a key part of the story. What is Melville revealing about how he sees leadership? How are we supposed to see Starbuck in this incident? Why does he continue to follow Ahab?

2.) What does Queequeg’s “death” reveal about him? How is he preparing himself for the hunt to come? How is he teaching Ishmael about followership? What does he teach Ishmael about himself?

3.) How do the chases reveal both the thrill and the danger of whale-hunting? How does Ishmael learn about teams of men and how they respond to a charismatic leader?

Close Reading Essay 1 (Week3)

**Spiritual Leadership**

*Death Comes for the Archbishop*

Week 4

DB1

Choose ONE (1)

a.) What does Fr. Latour’s journey to Santa Fe reveal about his character and the sort of leader he would be? How does his experience of the miracle at Hidden Water set a tone for his spiritual approach and how is his leadership set apart from someone like Ahab?

b.) How does his relationship with Fr. Joseph Vaillant, his faithful follower, augment his leadership skills? What leadership qualities does Fr. Joseph have that Fr. Latour lacks? Does this bother Fr. Latour or does it make him a better leader?

c.) How does the legend of Fray Baltazar at Acoma teach something to Latour about how to be a spiritual leader? How does it show the ways that leadership has to adapt to context and culture? Fray Baltazar and Fr. Martinez both fancied themselves could spiritual leaders. How did they go wrong? Did Bishop Latour handle Martinez properly? How did Martinez’s challenges make Latour better?

Db 2

Choose ONE (1)

a.) How does Bishop Latour approach the non-Christian Navajo and Pueblo people that live in his diocese? How does a spiritual leader lead those that don’t share the same spirituality? Is there a reason that Bishop Latour does not push conversions?

b.) How does the experience with the old woman in the church reveal both the depths and the limits of the Bishop’s abilities? How does a spiritual leader remain humble? Do followers also lead or guide?

c.) How does Bishop Latour react to Fr. Joseph’s assignment in Colorado? How do Fr. Joseph’s gifts make him the right leader for a new diocese? What does Bishop Latour’s death and the period of decline show about his leadership abilities?

Research presentation/proposal

**Servant Leadership**

Week 5 Read Chapters 1-12

*Parable of the Sower*

DB1 and DB2

Week 5 and 6

Close Reading Essay 2 (Week 5)

**Sacrificial Leadership**

Links to be provided

Weeks 7 and 8

Research Essay (Week 8)