

LEADERSHIP AND THE HUMANITIES
LDST 101-01: SPRING 2022
MON./WEDS. 12:00-1:15 JPSN 120

For some are of opinion that the rule of a master is a science, and that the management of a household, and the mastership of slaves, and the political and royal rule, as I was saying at the outset, are all the same. --Aristotle

This statement acknowledges the traditional, ancestral, unceded territory of the Pamunkey nation on which we will be learning and working throughout our time at the University of Richmond. It is important to acknowledge this land because of a legacy of silence and exploitation of indigenous peoples on the part of the United States and US Institutions, and it is our responsibility to help mitigate that history here and around the world where indigenous peoples are oppressed.

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Office Hours: Sign up for appointments using <https://10to8.com/book/qxkxch-free/>

(In-person appointments can only be made for Monday/Wednesday. Zoom appointments can be made for any available time.)

COURSE DESCRIPTION

Leadership, like science, abhors a vacuum. Leadership is a phenomenon of society, a part of the interactive processes that defines the way we think of ourselves as members of political, religious, economic, social, educational, and interpersonal communities. We, as members of the human social group, are fascinated by our leaders – we worship some, deride others, and represent many in popular media. We spend countless dollars and hours examining leaders both historical and fictional, some of whom we laud as paragons and others we deride as villains.

In this course, we will be using Reacting to the Past Games in order to explore we both leaders and contexts of leadership that have arisen and been created throughout specifically American history. We will examine some of the formative events of our society in this country, paying attention not only to the central figures of leadership, but to the silenced and invisible leaders and followers without whom we would probably not exist. It is the purpose of this class to teach the study of leadership and followership through the methodologies of the humanities, placing leadership within its larger historical, social, and cultural contexts.

Content Warning: Many of the materials for this course discuss traumatic events: abuse, violence, sexual assault, racism, homophobia, sexism, religious discrimination, etc. Some works are historically dated and may contain offensive material. If you are concerned about course materials, please feel free to contact Dr. Bezio via email or Slack (or make an appointment).

REQUIRED TECHNOLOGY

Slack (please use UR email to sign up; Slack is free to use)

https://join.slack.com/t/ldst101-0106/shared_invite/zt-10zstxeet-Nh880_y9tpQL~53gM4D3dA

REQUIRED TEXTS

Patriots, Loyalists, and Revolution in New York City, 1775-1776 (Norton, Reacting to the Past)

Red Clay, 1835 (Norton, Reacting to the Past)

Chicago, 1968 (Norton, Reacting to the Past)

Additional readings will be provided on Blackboard (BB)

All students will also be required to view the following films:

1776 (1972), dir. Peter H. Hunt

Frost/Nixon (2008), dir. Ron Howard

Both are available streaming online through UR libraries (links on BB).

COURSE REQUIREMENTS

Class Participation	20%	Weekly Response Journal	10%
Revolution Speeches	5%	Revolution Paper	10%
Hermitage Posts	5%	Red Clay Paper	10%
Chicago Speeches	5%	Chicago Paper	10%
Reacting Game Points	10%	Final Reflective Paper	15%

Class Participation (20%)

All students are expected to attend classes regularly (health and other factors considering) and to contribute to class discussions. Frequent absences will impact a student's ability to participate in discussion, but attendance is not a part of the grade. Because Reacting Games are *all* about participation, students will need to be vocal during class, although some of that will happen in factions (small group discussions) and some during whole-class debates.

Students should also participate on Slack, in the following ways:

- In private or public Reacting-linked channels (such as #revolution-reacting-open-discussion) having to do with the current game. Dr. Bezio will make private chat rooms for factions by request. Material in these threads is pertinent to the Games.
- In the #class-participation Slack thread. This thread is for “non-character” discussions about readings, class debates, and other related discussions.
- Students *may* also send reactions or responses to readings of 300+ words directly to Dr. Bezio through a Slack private message as themselves (not their characters).

Weekly Response Journal (10%)

Each student is expected to write a brief, informal response to the readings assigned for the week and post it to the class Slack (in #reading-response-posts). Students will also be asked to respond to others' posts. Responses will not be graded on style or organization, only content. Please note: this is a separate assignment and does *not* count toward participation.

Speeches (15% total)

Each game (Revolution, Red Clay, Chicago) will require one short “speech” or post from each character that should be shared via the #X-reacting-open-discussion thread for that game on Slack. Each speech post has its own specific requirements listed on the Course Schedule.

Papers (45% total)

There will be three total papers this semester, one per Reacting Game. Each paper should articulate the *character's* position on the most important issue in the game and then compare/contrast (as appropriate) with the *student's* position on those same issues. Papers should draw from the Reacting and class readings for each game and may include outside sources, as well. The Final Reflective Paper will compare the students' roles across all three games (the Final Reflective Paper will be due *instead* of a final exam).

Each paper has its own specific requirements, listed on Blackboard. These are formal papers to be turned in **as .docx files on Blackboard**. Papers will be graded on content, evidence, organization, and language (including grammar). Students who wish additional help with papers are encouraged to see the Writing Center and/or Dr. Bezio.

Reacting Game Points (10%)

Each Reacting Game will involve votes, events, and other occurrences that will result in "wins" and "losses" for both individual characters and factions. Wins will accrue points, with point totals going toward students' grades.

GRADE SCALE

The points in this course are distributed to allow for a 5% scale between each letter grade (although students can expect letter grades to be awarded for similar quality work in other Jepson courses). The course as a whole is graded out of 1,000 points.

Grades will not be "rounded." Students must reach the threshold for each grade in order to earn that grade (an A falls between 950 and 999.999, for instance). Some assignments will be graded with partial points. Grades for individual assignments can be determined by dividing by the total number of points for the assignment, with 5% between each grade (an A is 95% to 99.999%, an A- 90% to 94.999%, etc.).

A+	1000
A	950
A-	900
B+	850
B	800
B-	750
C+	700
C	650
C-	600
D+	550
D	500
D-	450

Grades (and comments when appropriate) will be made available to students on BlackBoard when the assignment has been graded for the whole class (both sections). Feedback (when appropriate) will be provided via pdf attachments for papers and in BlackBoard's comment sections for smaller assignments. Response post and participation grades will be updated at the end of the semester on BlackBoard, but students may inquire with Dr. Bezio to find out where they stand at any point in the semester.

COVID-19 POLICIES (UR)

We are facing a challenging situation in which all of us are called on to make a good faith effort to be flexible and to make decisions in the best interest of the community, including staying home when sick. Students who are sick should not attend class, will not be required to provide formal documentation from a health care provider, and will not be penalized for absences. However, students must:

- Notify instructors in advance of the absence if possible.
- Contact the Student Health Center if sick.
- Keep up with classwork if they are able to do so.
- Submit assignments digitally on time whenever possible.
- Work with their instructors to try to reschedule any missed assignments.
- Stay in close communication with their instructors.

This attendance policy puts everyone on their honor. It requires that faculty and instructors trust the word of their students when they say they are ill, and it requires that students report the reason for their absence truthfully. Falsely reporting a reason for an absence is an honor code violation.

Students **must wear masks while in the classroom that fully cover their nose and mouth**. With both delta and omicron variants being prevalent, medical professionals suggest that folks who are indoors wear N95, KN95, or surgical masks (the last of these can be in addition to cloth masks). If circumstances warrant, Dr. Bezio will inform the class when these restrictions can be lifted—but plan to wear a mask throughout the semester and during all classroom activities. This is especially important in close quarters and during group work.

Because we will be using online materials (and may end up moving to virtual spaces), students shall not:

- Disclose, share, trade, or sell class recordings with/to any other person, organization, business, or institution; and/or
- Post/store these recordings in a location accessible by anyone other than the student, including but not limited to social media accounts.

Students must also comply with any instructions or directions from their faculty regarding the use of such recordings. Students are required to destroy any recordings that were made when they are no longer needed for the student's academic work. Failure to abide by this policy will be a violation of the Standards of Student Conduct; such issues will be sent to the appropriate University Conduct Officer.

CLASSROOM POLICIES

Students are expected to be attentive to and respectful of the professor and the ideas of their peers. This includes doing one's best to be on time to class and respecting social distancing. We will begin the semester wearing masks, a policy which may be adjusted depending on the spread and control of the delta and omicron variants of COVID-19.

Laptops are permitted in class for the purpose of facilitating discussion and take notes, including the use of Slack as appropriate. Students should *not* be using laptops to surf the internet or use social media. Please make sure all cell phones are silenced or turned off. Students will not be allowed to answer their phones during classtime.

Classes will not be recorded, although chats through Slack will remain available to students throughout the semester for repeated reference.

All course-related materials—syllabi, assignment sheets, lectures, podcasts—are not for distribution or reproduction. Students should not share these materials online or offline without the specific permission of the instructor.

All written work is expected on time (barring significant contingencies, which need to be discussed with Dr. Bezio). Assignments turned in late will be penalized the equivalent one full grade for each day they are late. All assignments are expected to be the student's original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences.

If emergency circumstances inhibit a student from attending class or completing an assignment, the professor should be notified as soon as possible (preferably before class or the due date of the assignment). Extensions and make-ups are given only at the discretion of the professor. Exams cannot be made up except under the most extenuating of circumstances. Students needing accommodations should speak to the professor.

During the pandemic, students are expected to make safe, healthy decisions on behalf of themselves and their classmates. Students are **strongly encouraged** to contact Dr. Bezio if they are experiencing symptoms of illness (COVID or otherwise) if they wish to discuss missed materials or have questions once they are recovered. Students experiencing symptoms of COVID or who have a positive test result **should not come to class** and should immediately contact their respective dean (Richmond or Westhampton) and student health.

COMMON JEPSON POLICIES

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 do so, the following resources are available to support our students: Spiders Against Bias (an anonymous peer to peer support network that aids microaggression and bias incident survivors in connecting to different resources) and the Bias Resource Team.⁵ Additionally, this semester students are leading a series of workshops, *Not So Slight: Combating mAcroaggressions*, for students to learn how to recognize microaggressions and how to have meaningful conversations around difficult topics in an aggression-free environment.

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.

¹Sue, 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>

²Bergom, 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>

³Nadal, 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>

⁴Rolón-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>

⁵<https://commonground.richmond.edu/contact/bias-incidents/index.html>

STUDENT RESOURCES

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): 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 Mancastropa](mailto:Roger.Mancastropa@richmond.edu) (rmancast@richmond.edu) and [Hope Walton](mailto:Hope.Walton@richmond.edu) (hwalton@richmond.edu) for coaching appointments in academic and life skills.**

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 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), text (804-277-9ASK), or [chat](http://library.richmond.edu/chat.html) (library.richmond.edu/chat.html).

Career Services: (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 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) 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 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 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.

LDST 101-01/02 COURSE SCHEDULE, SPRING 2022

Monday, January 10

Welcome to Leadership and the Humanities

Introduction to Reacting Games

Wednesday, January 12

Revolution, Context Session 1 (1)

Listen: Leadership and the Humanities (L&H) Podcast, Episode 1

Read: Bass, “Meaning of Leadership” (article in “Readings” on BlackBoard)

Bass, “Concepts of Leadership” (BB)

Zinn, “Tyranny is Tyranny” (BB)

Revolution Game Book (RGB) pp. 1-17

To do: Assign factions (in class)

Before next class, select your characters!

Response post!: 200+ words about the readings (including podcasts, films, etc.) for the day posted to #reading-response-posts, Group M

Comments!: Respond (1-2 sentences) to *three* posts by Thursday, 24 hours after class, Group W

Wednesday, January 19

Revolution, Context Session 2 (2)

Listen: L&H Podcast, Ep. 2

Read: RGB pp. 18-61

To do: Distribute character packets (in class)

Characters begin work on first speeches (300-1000 words) having to do with your character goals—personal, faction, etc.

Response post!: Group W

Comments!: Group M

Monday, January 24

Revolution, Context Session 3 (3)

Listen: L&H Podcast, Ep. 3

Read: RGB pp. 62-95, 131-159

Character packets

To do: Elect a speaker (in class)

First set of speeches due *tomorrow* by noon.

Response post!: Group M

Comments!: Group W

Tuesday, January 25 by noon:

Speeches (600-1000 words) posted in Slack channel #revolution-reacting-open-discussion by Livingston, McDougall, Sears, Brasher, Delancey, Philipse, and Jauncey

Wednesday, January 26

Revolution, Game Session 1 (4)

Listen: L&H Podcast, Ep. 4

Read: RGB pp. 97-131

Posted speeches

To do: Rebut the argument in *one* posted speech (300+ words)—try to choose a speech that has *not* been rebutted yet

Second set of speeches due *Sunday* by noon

Response post!: Group W

Comments!: Group M

Sunday, January 30

Speeches (600-1000 words) posted in Slack channel #revolution-reacting-open-discussion by Scott, Billop, and *any remaining Patriots or Loyalists who have not posted speeches*.

Monday, January 31

Revolution, Game Session 2 (5)

Read: Longfellow, “Paul Revere’s Ride”

Posted speeches

To do: Rebut *two* speeches (300+ words)—try to choose speeches that have *not* been rebutted yet

Third set of speeches due *tomorrow* by noon

Response post!: Group M

Comments!: Group W

Tuesday, February 1

Speeches (600-1000 words) posted in Slack channel #revolution-reacting-open-discussion by Polhamus, Benedict, Deane, Hewes, Montagne, Holman, Bartlet, Collins, and *any remaining Moderate or Crowd members except for Cuyler*.

First newspaper (800-1200 words) posted in Slack channel #revolution-reacting-open-discussion from Cuyler!

Wednesday, February 2

Revolution, Game Session 3 (6)

Read: Cuyler’s newspaper!

Posted speeches

To do: Rebut *two* speeches (300+ words)—try to choose speeches that have *not* been rebutted yet

Monday, February 7

Revolution, Game Session 4 (7)

Read: Dunmore’s Proclamation (Slack)

King’s Proclamation (Slack)

To do: Cuyler’s second paper due *tomorrow* by noon

Tuesday, February 8

Second newspaper (800-1200 words) posted in Slack channel #revolution-reacting-open-discussion from Cuyler!

Wednesday, February 9

Revolution, Game Session 5 (8)

Read: Cuyler's newspaper!

RGB pp. 160-192

To do: Begin working on short position papers (compare/contrast character's viewpoint to your own, 1000-1500 words), *except for Cuyler*

Monday, February 14

Revolution, Game Session 6 (9)

Read: Declaration of Independence (Slack)

Hutchinson's Rejoinder (Slack)

To do: Short positions papers due on Blackboard (.docx format), *except for Cuyler*

Final votes!

Assign factions for *Red Clay* (end of class)

Come to the next class with characters selected!

Wednesday, February 16

Revolution Debrief Session (10)

Listen: L&H Podcast, Ep. 5

Watch: [1776 \(Swank\)](#)

Read: Corfield, "Why History Matters" (BB)

Walt, "The Myth of American Exceptionalism" (BB)

To do: Do a brief write-up of your character's personal goals and how you did (or did not) accomplish them and send a Slack message to Dr. Bezio.

Distribute character packets for *Red Clay* (in class)

Get started looking through *Red Clay* materials for Hermitage post group

Response post!: Group W

Comments!: Group M

Monday, February 21

Red Clay, Context Session (1)

Listen: L&H Podcast, Ep. 6

Read: Zinn, "As Long as Grass Grows..." (BB)

Red Clay Game Book (RCGB) pp. 1-33

Character packets

To do: Hermitage posts due *tomorrow* by noon!

Response post!: Group M

Comments!: Group W

Tuesday, February 22

Hermitage posts (300-700 words) due in Slack channel #red-clay-reacting-open-discussion from J. Ross, Cass, Frelinghuysen, Jackson, Lowrey, Lumpkin, J. Ridge, M. Ridge, and Story (these characters should flip through the book and find anything else relevant for them and use it)

Wednesday, February 23

Red Clay, Hermitage Summit Session (2)

Read: Hermitage posts
RCGB pp. 34-103

To do: All other characters post by *Sunday* by noon

Response post!: Group W

Comments!: Group M

Sunday, February 27

Speech posts (300-700 words) due in Slack channel #red-clay-reacting-open-discussion from *all other characters who did not post for Hermitage* (students with two roles do not need to repost if one character was in the Hermitage list)

Monday, February 28

Red Clay, Faction Meetings Session (3)

Read: RCGB pp. 103-157
New speech posts

To do: For next class, J. Ross writes a State of the Nation Address (5-12 minutes, about 600-1000 words), turns it in on Blackboard (.docx file) under the Red Clay Positions Papers assignment

Response post!: Group M

Comments!: Group W

Wednesday, March 2

Red Clay, Council Meeting Session 1 (4)

Read: RCGB pp. 157-218

To do: Session opens with J. Ross's State of the Nation Address

Response post!: Group W

Comments!: Group M

SPRING BREAK**Monday, March 14**

Red Clay, Council Meeting Session 2 (5)

Read: Read through all speech posts

To do: Rebuttals against five total Hermitage or Speech posts (300+ words)—try to choose posts that have not yet been rebutted

Positions papers (600-1000 words) comparing your character's position and your own viewpoint due next class on Blackboard, *except for J. Ross*

Wednesday, March 16

Red Clay, Council Meeting Session 3 (6)

To do: Positions papers (in .docx format) due on Blackboard

Counter at least *five* rebuttals on your own posts or those of characters your character agrees with (2-3 sentences), including any on your own speeches

Final vote!

Monday, March 21

Red Clay, Debrief Session (7)

Listen: L&H Podcast, Ep. 7

Read: Cooper, “Native American Activism” (BB)

Roanhorse, “Welcome to Your Authentic Indian Experience™” (BB)

To do: Role Assessment Questionnaire for *Chicago* to Dr. Bezio

Do a brief write-up of your character’s personal goals and how you did (or did not) accomplish them and send a Slack message to Dr. Bezio.

Response post!: Group M

Comments!: Group W

Tuesday, March 22

Check faction assignments for *Chicago* (via Slack) and choose characters before next class!

Wednesday, March 23

Chicago, Context Session 1 (1)

Listen: L&H Podcast, Ep. 8

Read: Zinn, “Or Does it Explode?” (BB)

Carson, “MLK: Charismatic Leadership in a Mass Struggle” (BB)

To do: Distribute character packets for *Chicago* (in class)

Response post!: Group W

Comments!: Group M

Monday, March 28

Chicago, Setup Session 1 (2)

Watch: [“The Vietnam War Timeline”](#)

[The 20th Century](#), [“The Vietnam Protest Movement”](#)

Read: *Chicago* Game Book (CGB) pp. 1-64

Character packets

Response post!: Group M

Comments!: Group W

Wednesday, March 30

Chicago, Setup Session 2 (3)

Read: CGB pp. 67-112

To do: *Chicago* Scavenger Hunt in your factions (in class)

First set of speeches due *Sunday* by noon

Response post!: Group W

Comments!: Group M

Sunday, April 3

Speeches (400-1000 words) due in Slack channel #chicago-reacting-open-discussion for Albert, Daley, Bond, Hoffman, and Hayden

Monday, April 4

Chicago, Game Session 1-2 (4)

Read: First speeches

CGB pp. 113-155

To do: Second set of speeches due *tomorrow* by noon

Response post!: Group M

Comments!: Group W

Tuesday, April 5

Speeches (400-1000 words) due in Slack channel #chicago-reacting-open-discussion for Inouye, Byrd, Humphrey, Rather, Saarinen, and Dellinger

Wednesday, April 6

Chicago, Game Session 3-4 (5)

Read: Zinn, “Impossible Victory” (BB)

New speeches

To do: Rebut (300+ words) *two* posts from either the first or second set of speeches—try to choose posts that have not already been rebutted

Third set of speeches due *Sunday* by noon

Response post!: Group W

Comments!: Group M

Sunday, April 10

Speeches (400-1000 words) due in Slack channel #chicago-reacting-open-discussion for McCarthy and Connally

Monday, April 11

Chicago, Game Session 5 (6)

Read: New speeches

To do: Rebut (300+ words) *two* additional posts from any set of speeches—try to choose posts that have not already been rebutted (especially by you)

Counter at least *two* rebuttals on your own posts or those of characters your character agrees with (2-3 sentences)

Fourth set of speeches due *tomorrow* by noon

Tuesday, April 12

Speeches (400-1000 words) due in Slack channel #chicago-reacting-open-discussion for Wicker, Trohan, Rothstein, Boudin, Muskie

Wednesday, April 13

Chicago, Game Session 6-7 (7)

Read: New speeches

To do: Rebut (300+ words) *one* additional post from any set of speeches—try to choose posts that have not already been rebutted (especially by you)

Counter at least *three* rebuttals on your own posts or those of characters your character agrees with (2-3 sentences)

Position papers (900-1500) due next class

Monday, April 18

Chicago, Debrief Session (8)

Read: “Chicago: Aftermath” (BB)

“Chicago: What Really Happened” (BB)

Watch: [Frost/Nixon \(Swank\)](#)

To do: Position papers for all characters (700-1200 words) comparing your character’s position on Civil Rights *and* Vietnam and your own viewpoints due on Blackboard (include references to the actual history from the “Aftermath” and “What Really Happened” readings)

Response post!: Group M

Comments!: Group W

Wednesday, April 20

What Now?

Listen: Podcast, [Ezra Klein Show](#)

Read: Williamson, “Beyond Red and Blue” (BB)

To do: Do a brief write-up of your character’s personal goals and how you did (or did not) accomplish them and send a Slack message to Dr. Bezio.

Response post!: Group W

Comments!: Group M

Wednesday, April 27

No final exam

Final Reflective Paper (2400-4000 words) discussing your three(+) roles, a leadership analysis of those historical figures, and your personal viewpoint on those roles (see separate assignment sheet) due on Blackboard **as a .docx file** by 5pm