LEADERSHIP AND THE HUMANITIES
LDST 101-01: FALL 2020
MON./WEDS. 10:30-11:45 QUEALLY CENTER 125 A
HTTPS://BLOG.RICHMOND.EDU/LDST1010304F2019

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

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

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. The traits we attribute to leadership vary widely based on circumstances, contexts, and historical eras, but are there universal characteristics to what defines leadership? Leaders require followers, but what causes some potential leaders to be successful? How do we – as both inside and outside observers – define success in leadership? What roles do we play as potential leaders and followers in making leadership successful?

The purpose of this course is to provide an introduction to some of the complexities that form the way we think about, study, and participate in leadership (and followership). We will examine political, philosophical, religious, literary, and popular texts and film in our attempt to define how the understanding of leadership has evolved. We will discuss the way in which we determine success or failure in leadership, but also the way in which that success or failure is influenced by ethical factors.

REQUIRED TECHNOLOGY
Zoom (paid for by UR; log in using UR username and password)
Slack (please use UR email to sign up; Slack is free to use)
https://join.slack.com/t/ldst101-0106/shared_invite/zt-g8fbrk6u-qCk3mFTTmyFT7lytckpwRw

REQUIRED TEXTS
Howard Zinn, A People’s History of the United States (any format)
Additional readings will be provided on Blackboard (BB)
All students are also required to view the following films:
- 1776 (1972), dir. Peter H. Hunt
- Platoon (1986), dir. Oliver Stone
- Frost/Nixon (2008), dir. Ron Howard
- Just Mercy (2019), dir. Destín Daniel Cretton
- Sorry to Bother You (2018), dir. Boots Riley
- Dear White People (2014), dir. Justin Simien
All are available streaming online through UR libraries (links on BB).
COURSE REQUIREMENTS

Class Participation  10%
Podcast Reaction Questions  5%  Weekly Response Journal  10%
Short Paper  10%  Podcast Project  40%
Midterm Exam  10%  Final Exam  15%

Class Participation (10%)
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. If students are uncomfortable participating out loud during class discussions, they have the option of sending a 300+ word response to the day’s discussion to Dr. Bezio before 11.59pm on the day of the discussion in exchange for participation credit. Participation can be oral or written, in person, on Zoom, or via Slack.

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 blog. Students will also be asked to respond to others’ posts. Responses will not be graded on style or organization, only content.

Podcast Reaction Questions (5%)
Each class, students must submit one unique question (cannot repeat someone else’s question) in response to the Class Podcast Lecture (will be posted to the class blog by Dr. Bezio). Questions should be posted to the class blog and will be addressed during classtime by Dr. Bezio.

Short Paper (10%)
This is a short (approximately 3-5 pages) due early in the semester. Students will be given specific prompts for the assignment.

Richmond History Podcast Project (40%)
Each student will select a person, place, object, or event from the history of Richmond and the surrounding area. Each will research their chosen topic and write a 7-10 page research paper due late in the semester. At the end of the semester, each student will write a 10-minute podcast (about 5 pages) on their topic which will be made available on the class website. For the final step of the project, students will listen to and evaluate one another’s podcasts (in groups).

Exams (25%)
There will be one midterm exam and a final exam administered via Blackboard.

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 and attend online class sessions 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 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.

Laptops are permitted in class for the purpose of facilitating discussion, either via Zoom or Slack, during the pandemic. 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.

As we will be using Zoom, it may be tempting to simply record classes on Zoom or using another screen capture feature. Students are prohibited from doing so without prior authorization or without documentation from Disability Services about needing to record lectures. 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. 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 not feeling well are strongly encouraged to contact Dr. Bezio and remote in if they are experiencing symptoms of illness (COVID or otherwise). 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. Those students are encouraged to participate remotely in class.

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.
[link to grading policy]

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.
[link to disability accommodations]

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.”
[link to honor system]

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
[link to religious observance]
**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](http://asc.richmond.edu)): 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. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: On-Call Online Tutors ([https://richmond.box.com/s/dpe37chr2zodr30lamtj8omjk72v2ktb](https://richmond.box.com/s/dpe37chr2zodr30lamtj8omjk72v2ktb)). Email Roger Mancastroppa (rmancast@richmond.edu) and Hope Walton (hwalton@richmond.edu) for appointments in academic and life skills to request a Zoom conference.

**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 library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), chat, or Zoom (by appointment).

**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 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. 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 SCHEDULE:**
**LDST 101-01/06 LEADERSHIP & THE HUMANITIES (FALL 2020)**

**MONDAY, AUGUST 24**
How does college work during a pandemic?

What is Leadership? What are the humanities?
Why are the humanities important in the study of leadership?

**WEDNESDAY, AUGUST 26**
Leadership in History, Leadership *and* History
Listen: LDST 101 Podcast, Episode 1
Read: Bass, “Meaning of Leadership” (BB)
Bass, “Concepts of Leadership” (BB)
Corfield, “Why History Matters”

**MONDAY, AUGUST 31**
History Gets it Wrong
Listen: LDST 101 Podcast, Episode 2
Read: *People’s History of the United States*, “Columbus, the Indians, and Human Progress”

**WEDNESDAY, SEPTEMBER 2**
The Beginnings of Slavery in America
Listen: Podcast, Episode 3
Read: *PHUS*, “Drawing the Color Line”
Smith, “Point Comfort”
Richmond History Podcast Project: Choose your topic (sign-up on Google Docs or get another idea approved by Dr. Bezio)

**MONDAY, SEPTEMBER 7**
What is ‘Culture’?
Listen: Podcast, Episode 4
Read: Twiddy, “No More Whistling Walk for Me,” “Hating my Soul,” & “Mise en Place” (BB)

**WEDNESDAY, SEPTEMBER 9**
The History of Class in the US
Listen: Podcast, Episode 5
Read: *PHUS*, “Persons of Mean and Vile Condition” & “Tyranny is Tyranny”
RHPP: 1-2 page explanation of *what* you have chosen (due on Blackboard by classtime)

**MONDAY, SEPTEMBER 14**
Creating a National Myth, Part I
Listen: Podcast, Episode 6
Read: *PHUS*, “A Kind of Revolution”
Look: Leader Portraits (BB)
**WEDNESDAY, SEPTEMBER 16**
Creating a National Myth, Part II
**Listen:** Podcast, Episode 7
*Hamilton (Box)*

**Watch:** *1776 (Swank)*

**MONDAY, SEPTEMBER 21**
The Other Half: Gender and Citizenship
**Listen:** Podcast, Episode 8
**Read:** *PHUS, “The Intimately Oppressed”*
*Anne Bradstreet*
*To My Dear and Loving Husband”*
*Bradstreet, “Before the Birth of One of Her Children”*
*O’Neale, “Phillis Wheatley”*
*Wheatley, “On Being Brought from Africa to America”*

**WEDNESDAY, SEPTEMBER 23**
Whose Land?
**Listen:** Podcast, Episode 9
**Read:** *PHUS, “As Long as Grass Grows or Water Runs”*
*Roanhorse, “Welcome to Your Authentic Indian Experience™”*
**RHPP:** 1-2 page description of when (both when the event/thing/person existed/happened and what else was happening that was important at that time) (BB)

**MONDAY, SEPTEMBER 28**
The American Civil War
**Listen:** Podcast, Episode 10
**Read:** *PHUS, “Slavery without Submission”*
**Watch:** *The American Civil War—Oversimplified (Part I)*

**WEDNESDAY, SEPTEMBER 30**
Imperialism, Orientalism, and Exceptionalism
**Listen:** Podcast, Episode 11
**Watch:** *Imperialism: Crash Course in World History*
**Read:** *PHUS, “The Empire and the People”*

**MIDTERM EXAM**
The exam will be open on Blackboard from 1:30pm on Wednesday, September 30th until 9am on Sunday, October 4th. It will be available for 2 hours before it will close automatically (although you may submit early). The exam is open-note, open-book. Please do not collaborate with others on the midterm exam.
**MONDAY, OCTOBER 5**  
The US and Immigration  
*Listen:* Podcast, Episode 12  
*Read:* *How the Other Half Lives*, “Chapter V” & “Chapter IX”  
Anzaldua, “Excerpts from *Borderlands/La Frontera*”

**WEDNESDAY, OCTOBER 7**  
World War I  
*Listen:* Podcast, Episode 13  
*Watch:* **Who Started World War I**  
*Read:* *PHUS*, “War is the Health of the State”  
*RHPP:* 1-2 page description of how people at the time reacted to the event/thing/person (BB)

**MONDAY, OCTOBER 12**  
Wear a Mask: Global Pandemics in History  
*Listen:* Podcast, Episode 14  
*Read:* [History.com “Spanish Flu”](https://www.history.com)  
*Watch:* [If You Don’t Know, Now You Know: COVID-19 vs. The Spanish Flu](https://www.history.com)

**WEDNESDAY, OCTOBER 14**  
Votes for Women  
*Watch* (do your “Podcast Questions” on the videos for this class): **“Fighting for the Vote,” Part 1**  
**“Fighting for the Vote,” Part 2**  
*Read:* Gilman, “The Yellow Wallpaper” (BB)

**MONDAY, OCTOBER 19**  
World War II  
*Listen:* Podcast, Episode 15  
*Read:* *PHUS*, “A People’s War”  
Swanson, “World War Two Was Not a Just War”

**WEDNESDAY, OCTOBER 21**  
The Long Civil Rights Movement, Part I  
*Listen:* Podcast, Episode 16  
*Read:* *PHUS*, “Or Does it Explode?”  
Carson, “Martin Luther King, Jr.: Charismatic Leadership in a Mass Struggle” (BB)

**MONDAY, OCTOBER 26**  
The Long Civil Rights Movement, Part II  
*Listen:* Podcast, Episode 17  
*Read:* Hughes, “Langston Hughes Poems” (BB)
**WEDNESDAY, OCTOBER 28**  
Protest and War: Vietnam  
Watch (Podcast questions on either video): “The Vietnam War Timeline”  
*The 20th Century*, “The Vietnam Protest Movement”  
Read: PHUS, “The Impossible Victory”

**SUNDAY, NOVEMBER 1 AT 11:59PM**  
Short Paper due on Blackboard (in .doc or .docx format only)

**MONDAY, NOVEMBER 2**  
After the War: Post-Vietnam  
Listen: Podcast, Episode 18  
Read: PHUS, “Surprises”  
Watch: *Platoon* (Swank)

**WEDNESDAY, NOVEMBER 4**  
Corruption & Impeachment  
Listen: Podcast, Episode 19  
Read: PHUS, “The Seventies”  
Watch: *Frost/Nixon* (Swank)

**MONDAY, NOVEMBER 9**  
The War on Drugs and the New Jim Crow  
Listen: Podcast, Episode 20  
Read: Covne & Hall, “Four Decades and Counting”  
Watch: *Just Mercy* (Swank)  
RHPP: 2-4 page explanation of why this person/event/thing is important today (BB)

**WEDNESDAY, NOVEMBER 11**  
9-11 and Islamophobia  
Listen: Podcast, Episode 21  
Read: PHUS, “The 2000 Election and the ‘War on Terrorism’”  
Elba, “How Islamophobia was Ingrained in America’s Legal System”

**MONDAY, NOVEMBER 16**  
Partisanship: Fighting Ourselves  
Listen: Podcast, Episode 22  
Read: PHUS, “Unreported Resistance”  
Williamson, “Beyond Red and Blue” (BB)

**WEDNESDAY, NOVEMBER 18**  
Where do we go from here?  
Listen: Podcast, Episode 23  
Read: PHUS, “The Coming Revolt of the Guards”  
Watch: *Sorry to Bother You* (Swank)
THANKSGIVING BREAK—GO REMOTE!

MONDAY, NOVEMBER 30
What can we do?
Watch: *Dear White People* (Swank)
RHPP: Richmond History Podcasts (audio files and written transcripts) due! (BB)
Write: **Everyone must post for today** (not Sunday) on *Dear White People on the blog*.

WEDNESDAY, DECEMBER 2
Final exam review.

FRIDAY, DECEMBER 4
Final “portfolios” (including your group reviews of others’ podcasts) for the Richmond History Podcast are due on Blackboard by 11:59pm.

FINAL EXAM
The exam will be available on Blackboard from **Tuesday, Dec. 8th at 9am until Thursday, Dec. 10th at 12pm** for all students. Once you begin the exam, you will have 3 hours to complete it before it will automatically turn itself in (you can of course submit early). The exam is open-note, open-book. Please **do not** collaborate with other students on the exam.