Leadership and the Humanities
LDST 101 02 (10382)—12:00-1:15pm
LDST 101 03 (10383)—3:00-4:15pm
Queally Center | Room 125A

Instructor: Dr. Lauren Henley (she/her/hers)
Office Hours: Zoom (by appointment)
Contact Method: Email (lhenley@richmond.edu)

Course Description

What is leadership? Are leaders born or made? Can leaders exist without followers? What is the difference between a good leader and a bad leader? How do issues of race, gender, sexuality, and class affect perceptions of leaders? What do historical examples of leadership tell us about leadership in contemporary society? These questions, and others, will be explored throughout this course. By examining the foundations and intellectual development of leadership as a concept in Western society, this course encourages students to think broadly about issues of power, morality, ethics, success, failure, change, and more.

The nature of this course requires it to be a shared intellectual enterprise between the students and the instructor. As a result, earnest reflection on course materials and robust conversations within the classroom (both virtual and in-person) are expected. This is not a lecture course; students should come to class prepared to engage one another and the professor.

This semester, classroom interactions will look different from those in the past. That’s okay. Be patient, respectful, and flexible as everyone adjusts.

This course is divided into five units to give students an overview of the breadth of leadership studies from a humanities perspective. The first unit examines classic leadership theorists to provide context to long-fought debates in leadership studies. The second explores leadership studies as an academic field of study. The third uses historical leaders as case studies to understand leadership in action. The fourth addresses contemporary issues related to
leadership studies. The fifth includes a student-driven research paper designed to integrate the course content learned thus far.

**Objectives**

By the end of this course, students should be able to:

1. Defend a fluid definition of leadership.
2. Identify challenges to studying leadership.
3. Draw from historical examples when discussing leadership.
4. Formulate and support arguments regarding leadership studies in writing.

**Assignments**

- Attendance and Participation: 10%
- Discussion Prompter: 10%
- Daily Scribe: 5%
- Daily Responses and Comments: 20%
- Research Paper Outline: 10%
- Research Paper: 8-10 pages (3+ articles): 25%
- Final Exam: 20%

**Assignment Details**

**Attendance and Participation**

Attendance will be taken at the beginning of each class session and it is expected that students will attend all classes, whether in-person or online. Due to the stakes of this semester, however, the professor does not want students to choose in-person attendance over their own health, thereby risking the wellbeing of their classmates as well. Students should not come to class if they feel sick, have a fever, or have any symptoms associated with COVID-19 or the seasonal flu. See the Jepson School of Leadership Studies Common Course Policies in this syllabus for further details.

Students’ participation in class, rather than simply their physical presence, will be the major determinant of this portion of their grade. Students will be expected to contribute to the intellectual growth of the class, to interact with their peers respectfully, and to engage with course material in meaningful ways. This semester in particular, participation will take many forms, including in-class writing prompts, polls, traditional discussions, and more.

**Discussion Prompter**

Students will sign up to prompt the class discussion once during the semester. There will be two discussion prompters for all available classes. Discussion prompters are expected to start the class conversation on the day’s readings by asking relevant questions and/or posing insightful comments. Each discussion prompter should come prepared with three points they want to share with the class. At least one point must relate to each of the assigned materials for the day (including readings, videos, etc.). Note: this is not a formal presentation, but a chance for students to shape the flow of the day’s conversation. Discussion prompters are expected to submit their questions/comments to Blackboard by 10:00pm EST the night before their in-class
discussion. The day’s discussion prompters DO NOT have to post a daily response or comment to the assigned materials.

**Daily Scribe**

At different points throughout the semester, and for different reasons, students may not be able to attend class in person. Sometimes they will still be able to participate remotely synchronously and sometimes they will not. To accommodate both of these possibilities and to ensure that this class is a shared intellectual enterprise, students will sign up to be the scribe for their remote peers at least once during the semester. The student scribe will serve as the in-class advocate for their virtual colleague(s). This will require two specific components: (1) taking notes on the class discussion/activities to be sent to the virtual student(s) after class and (2) joining the virtual student(s) on Zoom to monitor if any questions/comments arise (if applicable). The day’s notes must be sent to the virtual student(s) by 11:59pm EST the day of class and the professor should be copied on the correspondence (either email or Blackboard) between the scribe and recipient(s). If there are no virtual students, the notes must be sent to the professor directly by 11:59pm EST the day of class. The daily scribe will receive automatic participation credit, even if they do not speak during class. Note: receiving participation credit is separate from an assessment of the quality of the scribe’s notes. Students can receive either full credit (5 points) or half credit (2.5 points) on this assignment. Reasons for half credit include late submission to peer(s) and/or poor-quality notes (i.e. missing obvious themes/topics/ideas).

Logistically, virtual students cannot serve as daily scribes and any student who is taking the class entirely remotely will be provided an alternate equivalent assignment to earn this portion of their grade.

**Daily Responses and Comments**

Students will be split into two groups: one that responds to the day’s assigned materials and one that comments on their classmates’ posts. These groups will alternate between responding and commenting each class. Responding students are expected to write a brief post (100-200 words) to the day’s Blackboard discussion by 6:00pm EST the day before class. Commenting students are expected to write a brief remark (~100 words) to a specific post before the start of class. Although the professor encourages students to comment on posts that do not yet have any comments, she understands that fruitful dialogue can follow a single thread. Neither responses nor comments will be graded for grammar (unless it impedes understanding), only for content.

**Research Paper Outline**

In preparation to write a short research paper, students will submit an outline to the professor on or before October 27, 2020 at 11:59pm EST. The outline must include the chosen research topic, the student’s initial argument, and citations for at least two academic journal articles the student will use in the final paper. The outline should also include the student’s beginning thoughts about how the paper might be organized. A well-organized outline will blend bulleted points with short sentences and will be approximately one full page in length.

This exercise should be beneficial for the student, so if a student demonstrates reticence towards an outline, they may choose to submit the ENTIRE research paper on or before the outline deadline and have it assessed at 35% of their total grade. Note: this option is not advised for students who have not spoken with the professor during office hours about this possibility.
Research Paper

Every student will write a research paper (8-10 pages, double spaced) on leadership in a historical context. The paper must include three articles from academic journals that address the chosen topic. Although students have significant flexibility in selecting their topics, they must be approved by the professor by 5:00pm EST on October 9, 2020. Students may analyze the leadership style of a given individual, interrogate how leadership affected a specific event in the past, or compare two different historical leaders. Students may also propose topics outside of these possibilities, as long as they are still historical (pre-1990) in nature. Students may need to consult more than the minimum number of articles required to produce a strong research paper. Final papers are due December 11, 2020 by 11:59pm EST. A small sample of potential topics includes:

- Nat Turner’s rebellion as (in)effective leadership
- The fall of the Berlin Wall as symbolism of different leadership styles
- A comparison of the leadership styles of Martin Luther King, Jr. and Malcolm X
- Leadership challenges during the Salem witch trials
- An analysis of Harriet Tubman’s leadership style
- A comparison of military leadership outcomes during the American Revolution
- Differences in global leadership during World War II
- Charles Manson as a charismatic leader

Assignment Expectations

All written work is expected on time. Late submissions of the following assignments will be penalized one full letter grade for each day they are late: Discussion Prompter Questions/Comments, Research Paper Outline, and Research Paper. Late responses and comments to the daily discussion board will not receive any credit. The Daily Scribe will receive half credit if they submit their notes to their peer(s) after 11:59pm EST the day of class.

Rubrics will be provided to students before all written assignments are due. Students should consult the rubrics when completing their assignments.

Tips on Reading

Reading is not a passive activity and cannot be properly undertaken in simultaneity with other work. You should take notes while reading to process the materials. Ask yourself questions, debate with the author(s), and make connections to other readings in real time. Whenever you approach new reading materials, you should try to discern the main argument. Then, you can assess how the author(s) creates said argument, and whether or not it is one you find compelling. By actively reading and taking thorough notes throughout the semester, you will save time at the end of the semester when studying for the final exam.

*Note: some of our readings this semester are historical in nature and use terminology that is antiquated to modern audiences. These materials may include words that are considered offensive, inappropriate, or in poor taste today. The professor will offer alternative words to be used in class as needed and elaborate on the significance of contextualizing language as required. If you are unsure if the terminology you are using is problematic, do not be afraid to ask. The professor does not want any student to feel awkward about speaking their mind because they don’t know if their word choice is politically correct.
**Tips on Writing**

In order to thoughtfully engage with course content, all written assignments and essays for this class should state a claim, make an assertion, or propose an argument. You must be able to support your position with credible evidence, and strong papers often address why the oppositional stance is insufficient. Consider the amount of time you’ve been given to complete the assignment. If it is not an essay produced during the class period, it is strongly discouraged that you turn in your first draft. Papers submitted with significant grammatical errors and evidence that proofreading has not occurred will be penalized. **Citations must adhere to the Chicago Manual of Style.**

**Course Readings**

All course readings will be provided electronically through Blackboard. Readings should be completed **before** the class period for which they are listed.

**Course Policies**

**Classroom Etiquette**

Due to the COVID-19 pandemic, the following rules will be enforced during all in-person instruction:

- **ALL** students must wear masks covering their mouths and noses, unless documentation is provided to the professor citing a medical exemption. If you arrive to class without a facial covering (and without an appropriate exemption), you will not be allowed in the classroom.
- **ALL** students will maintain social-distancing protocol in class, as well as when entering and exiting the classroom.
- **ALL** students will sit in the same seats every class for the purposes of potential contact tracing.
- Students will NOT be allowed to eat or drink during class as this requires the removal of a facial covering. If a drink or snack is absolutely required, you may step out of the classroom for a brief break, ideally during a natural transition during class. You must follow social-distancing guidelines when outside of the classroom. Students who abuse the privilege to take a break will have points deducted from their final grade.
- **Students will be expected to bring their computers to all in-person classes.** Many classroom interactions this semester will take place through an electronic format to ensure social distancing, even when students are sitting in a room together.
  - The professor knows that many computers have the ability to send texts and engage in other forms of communication that are not related to course content. To that end, she expects that you will use your best judgement to not go off topic during class. You are all adults and should be able to monitor your own actions. If you are caught off task, your grade will be penalized.
  - **NOTE:** There is no such thing as multitasking.

**Student Rights and Responsibilities**

- **You have a right to a learning environment that supports mental and physical wellness.**
- **You have a right to respect.**
• You have a right to freedom of opinion and expression.
• You have a right to privacy and confidentiality.
• You have a right to meaningful and equal participation.
• You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded, or diminished in any way.

With these rights come responsibilities:
• You are responsible for taking care of yourself, managing your time, and communicating with the professor and with others if things start to feel out of control or overwhelming.
• Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers’ experiences.
• You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
• You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the professor accountable as well.

**Personal Pronoun Preference**
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, nationalities, etc. Class rosters are provided to the instructor with the student’s official university name. The professor will gladly honor your request to address you by an alternate name and/or gender pronouns. She will model best practices for naming preferred pronouns and recognizes that not all students will feel comfortable with this approach. If this is the case, please advise her in whatever method is most comfortable for you as early as possible in the semester so that she may make appropriate changes to her records. If your pronouns and/or name change during the semester, please contact the professor so that she may address you as you desire.

**Recording Policy**
Students may not record any portion of class, whether in person or virtual, unless they have documentation requiring such for accommodation purposes. This includes but is not limited to all forms of audio or video recording technology. Students may not take pictures of their peers or the professor without the express consent of the intended party. The professor will explicitly state when it is okay and/or encouraged to take pictures.

**Communication Policy**
If students have questions that are not answered in the syllabus or on Blackboard, they are encouraged to reach out to the professor to seek clarification. The professor will respond to student emails within 24 hours of receipt during the week. The professor may not respond to emails sent during the weekend (after 5:00pm EST on Fridays through Sunday) until the following Monday.

**Jepson School of Leadership Studies Common Course Policies**

**Expectations Regarding In-Person Attendance During the Pandemic**
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 able to do so.
- Submit assignments digitally on time whenever possible.
- Work with instructors to try to reschedule any missed assignments.
- Stay in close communication with instructors.

This attendance policy puts everyone on their honor. It requires that faculty 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.

**Integrity with Class Recordings**

Students shall not:

- Disclose, share, trade, or sell class recordings with/to any other person, organization, business, or institution;
- 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.

**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.

**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.

**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.”

**Religious Observance**

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

"The professor reserves the right to modify this syllabus according to the needs of the class."
If you experience difficulties in this course, do not hesitate to consult with the instructor. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([asc.richmond.edu](https://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/dpe37chr2zodr3o1amtj8omjk72r2ktb](https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72r2ktb)). Email Roger Mancastrappa ([rmancast@richmond.edu](mailto:rmancast@richmond.edu)) and Hope Walton ([hwalton@richmond.edu](mailto:hwalton@richmond.edu)) for appointments in academic and life skills to request a Zoom conference.

**Boatwright Library Research Librarians**: ([library.richmond.edu/help/ask/](https://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](https://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](https://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](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 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](https://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](https://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

Introduction

August 25  Course Overview

August 27  Introducing Leadership Studies
  Read: Bennis, *On Becoming a Leader* (xiii-31)
  Respond: Group Circle
  Comment: Group Square

Classic Theories of Leadership

September 1  What is Leadership?
  Read: Ciulla, “The Two Cultures: The Place of Humanities Research in Leadership Studies” (433-444)
  Read: Gardner, “The Cry for Leadership” (1-4)
  Respond: Group Square
  Comment: Group Circle

September 3  Right or Just?
  Read: Plato, *The Republic* (12-25)
  Watch: “Plato’s Best (and Worst) Ideas”
  Read: Kant, “An Answer to the Question: ‘What is Enlightenment?’” (1-3)
  Respond: Group Circle
  Comment: Group Square

September 8  How Sovereign?
  Read: Rousseau, *The Social Contract* (1-33)
  Read: Machiavelli, *The Prince* (91-118)
  Respond: Group Square
  Comment: Group Circle

September 10  What about Women?
  Read: Wollstonecraft, *A Vindication of the Rights of Woman* (64-88)
  Read: Stanton, “Address to the American Equal Rights Association” (1-5)
  Respond: Group Circle
  Comment: Group Square

Leadership Studies: The Discipline

September 15  Introduction to Modern Leadership Theories
  Read: Cawthorn, “Leadership: The Great Man Theory Revisited” (1-4)
  Read: Barker, “The Rethinking of Leadership” (46-54)
  Respond: Group Square
  Comment: Group Circle
September 17   Transformational and Charismatic Leadership
Read: Bass and Riggio, “Introduction” in *Transformational Leadership* (1-18)
Read: Peters, “The Riddle of Charisma” (516-520)
Read: Gibson et al., “Charismatic Leadership: The Hidden Controversy” (11-28)
Respond: Group Circle
Comment: Group Square

September 22   Heroic and Servant Leadership
Read: Allison and Goethals, “Introduction: Leadership and Heroism” in *Heroic Leadership* (1-27)
Read: Greenleaf, “Who is the Servant Leader?” (19-27)
Respond: Group Square
Comment: Group Circle

September 24   Minority Leadership
Read: Rosener, “Ways Women Lead” (119-125)
Read: Kellerman and Rhode, “Viable Options: Rethinking Women and Leadership” (135-145)
Respond: Group Circle
Comment: Group Square

September 29   Minority Leadership
Read: Thomas, “Leading as the ‘Other’” (402-406)
Read: Muhr and Sullivan, “‘None So Queer as Folk’: Gendered Expectations and Transgressive Bodies in Leadership” (416-435)
Respond: Group Square
Comment: Group Circle

*Research paper topic needs to be approved by Dr. Henley by October 9 (5:00pm EST)*

October 1   Expanding Leadership Frameworks
Read: Rosile, et. al., “Ensemble Leadership Theory: Collectivist, Relational, and Heterarchical Roots from Indigenous Contexts” (307-328)
Read: Gambrell and Fritz, “Healers and Helpers, Unifying the People: A Qualitative Study of Lakota Leadership” (315-325)
Respond: Group Circle
Comment: Group Square

Historical Leaders: Good or Bad?

October 6   Founding Fathers?
Read: Morgan, “George Washington and the Problem of Slavery” (279-301)
Listen: Excerpt from Henry Wieneck’s An Imperfect God: George Washington, His Slaves, and the Creation of America (3:24)
Respond: Group Square
Comment: Group Circle

October 8 Founding Mothers?
Read: Abrams, “Prologue” and “Introduction” in First Ladies of the Republic: Martha Washington, Abigail Adams, Dolley Madison, and the Creation of an Iconic American Role (1-44)
Respond: Group Circle
Comment: Group Square

October 9—Has your research paper topic been approved by Dr. Henley? (5:00pm EST)

October 13 Abraham Lincoln and Jefferson Davis
Read: Johnson, “Jefferson Davis and Abraham Lincoln as War Presidents” in On Lincoln (135-150)
Read: Downs, “Introduction” in Sick from Freedom: African-American Illness and Suffering During the Civil War and Reconstruction (3-17)
Respond: Group Square
Comment: Group Circle

October 15 Frederick Douglass and W.E.B. DuBois
Read: Blight, “Up from ‘Twoness’: Frederick Douglass and the Meaning of W.E.B. Dubois’s Concept of Double Consciousness” (301-319)
Read: Dubois, “The Forethought” in The Souls of Black Folks
Read: Douglass, “Introduced to the Abolitionists” in My Bondage and My Freedom (357-364)
Respond: Group Circle
Comment: Group Square

October 20 Jane Addams and Dorothy Day
Read: Hamington, “Two Leaders, Two Utopias: Jane Addams and Dorothy Day” (159-186)
Read: Addams, “Influence of Lincoln” in Twenty Years at Hull-House (23-42)
Respond: Group Square
Comment: Group Circle

October 22 Adolf Hitler and Margaret Sanger
Read: Kuhl, “From Discipline to Model: Sterilization in Germany and the United States” in The Nazi Connection: Eugenics, American Racism, and German National Socialism (37-52)
Read: Divitiis, “Profile of a Dictator. Could Hitler’s Political Decisions Have Been Influenced by His State of Health?” (1550-1552)
Read: Sanger, “Eugenics, Race, and Margaret Sanger Revisited: Reproductive Freedom for All?” (210-217)
Respond: Group Circle
Comment: Group Square

October 27 Civil Rights Leaders?
Read: Barnett, “Invisible Southern Black Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class” (162-182)
Watch: “An Unsung Hero of the Civil Rights Movement”
Watch: “The Hidden Life of Rosa Parks”
Respond: Group Square
Comment: Group Circle

Research Paper Outline Due by 11:59pm EST

October 29 Marsha P. Johnson and Ronald Reagan
Read: Calafell, “Narrative Authority, Theory in the Flesh, and the Fight over The Death and Life of Marsha P. Johnson” (26-39)
Watch: The Death and Life of Marsha P. Johnson (Official Trailer)
Respond: Group Circle
Comment: Group Square

Contemporary Challenges

November 3 Leadership Crises?
Read: Tourish, “Why the Dark Side? Why Now?” in The Dark Side of Transformational Leadership (3-18)
Read: Gini, “Business, Ethics, and Leadership in a Post Enron Era” (9-15)
Respond: Group Square
Comment: Group Circle

November 5 Cultural Representations of Leaders: Monuments
Read: Mitchell, “Monuments, Memorials, and the Politics of Memory” (442-459)
Review: Voices on Monument Avenue Reader (1-27)
Respond: Group Circle
Comment: Group Square

November 10 Are Celebrities Leaders?
Read: Lim, “Why Celebrities Do Not Leaders Make” on OUPblog
Respond: Group Square
Comment: Group Circle

November 12 Leadership Gone Awry: Jonestown and Rajneeshpuram
Read: Tourish, “Leadership, Group Suicide and Mass Murder” in The Dark Side of Transformational Leadership (157-176)
Watch: Wild Wild Country (Netflix, episode 1)
Read: Urban, “Rajneeshpuram Was More than a Utopia in the Desert. It Was a Mirror of the Time” in Humanities
Respond: Group Circle
Comment: Group Square

November 17 Leadership on Social Media
Read: Gilani, et. al., “Mirror, Mirror on the Wall: Shifting Leader-Follower Power Dynamics in a Social Media Context” (343-363)
Read or Listen: Tolentino, “How TikTok Holds Our Attention” in The New Yorker (1-15)
Respond: Group Square
Comment: Group Circle

November 19 (Re)defining Leadership
Find: A news article from a credible source that includes a current event with relevance to the class. The article must address issues of leadership and/or followership in contemporary society. Email Dr. Henley a link to your article to Blackboard by 11:59pm EST on November 18, 2020. Be prepared to complete an in-class writing prompt related to your article.

Individual Research

November 24 Thanksgiving Break

November 26 Thanksgiving Break

December 1 Remote Class: Student-Selected Content

December 3 Remote Class: FINAL EXAM

Research Papers due by 11:59pm EST on December 11, 2020.