

**LEADERSHIP AND THE HUMANITIES**  
**LDST 101-06: FALL 2021**  
**MON./WEDS. 12:00-1:15 JPSN 120**

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*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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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 Zoom appointments using <https://10to8.com/book/qxkxch-free/>

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**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 examine the 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-twbkpp4y-sfZ\\_a9qzCvNvLR3gA2pK0w](https://join.slack.com/t/ldst101-0106/shared_invite/zt-twbkpp4y-sfZ_a9qzCvNvLR3gA2pK0w)

**REQUIRED TEXTS**

Howard Zinn, *A People's History of the United States* (any format)

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

Additional readings will be provided on Blackboard (BB)

All students are also required to view the following films:

*1776* (1972), dir. Peter H. Hunt

*Just Mercy* (2019), dir. Destin Daniel Cretton

*Platoon* (1986), dir. Oliver Stone

*Unlikely* (2019), dir. Adam Fenderson

*Frost/Nixon* (2008), dir. Ron Howard

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

**COURSE REQUIREMENTS**

Class Participation	10%	Weekly Response Journal	10%
Discussion Questions	5%	History Paper	20%
Art Paper	20%	Research Paper	20%
Podcast Project	10%	Reacting Game	5%

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, but attendance is not a part of the grade.

If students are uncomfortable participating out loud during class discussions (or simply wish to discuss more), they have the following options:

- 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.
- starting and/or participating in out-of-class discussions on the class Slack channel about materials relevant to the course.

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 #response-posts). Students will also be asked to respond to others' posts. Responses will not be graded on style or organization, only content.

Discussion Questions (5%)

Once per semester, each student is "in charge" of coming up with specific discussion questions to prompt others in class to discuss and think about the materials for the day. These questions should be sent by 9am to Dr. Bezio on Slack or by email. Students may be asked to ask or address their questions in class.

Papers (60%)

There will be three total papers this semester. The first two (the Art Paper and the History Paper) will be shorter, with the final Research Paper expanding on *one* of the previous papers. 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.

#### Podcast (10%)

At the end of the semester, students will be asked to produce a podcast based on the content of their Research Paper and share it with their peers. They will then need to review other students' podcasts as a part of this assignment. Both the scripts and audio files should be turned in on Blackboard (scripts will not be graded for grammar, only content).

#### Reacting Game (5%)

Part of the course will be devoted to a Reacting to the Past game centered around the American Revolution. Students will be graded on their level of participation in the game, their effort in making at least one "public speech" (not formal) as part of the gameplay, and on their "success" in the game (students will be given packets that contain individual goals they are trying to achieve—this portion will be the smallest component of the Reacting grade).

### **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 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 lambda 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](https://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/](https://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](http://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](http://registrar.richmond.edu/planning/religiousobs.html)

### Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.<sup>1</sup> Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.<sup>2</sup> Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).<sup>3</sup> A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.<sup>4</sup>

The University of Richmond is committed to building an inclusive community. To 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.<sup>5</sup> 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.

<sup>1</sup>Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

<sup>2</sup>Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25. <https://doi.org/10.1002/abc.20044>

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

<sup>4</sup>Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.106>

<sup>5</sup><https://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](http://asc.richmond.edu)): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. **Email [Roger Mancastropa](mailto:Roger.Mancastropa@richmond.edu) ([rmancast@richmond.edu](mailto:rmancast@richmond.edu)) and [Hope Walton](mailto:Hope.Walton@richmond.edu) ([hwalton@richmond.edu](mailto:hwalton@richmond.edu)) for coaching appointments in academic and life skills.**

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and [research guides](http://libguides.richmond.edu) ([libguides.richmond.edu](http://libguides.richmond.edu)). Students can [contact an individual librarian](http://library.richmond.edu/help/liaison-librarians.html) ([library.richmond.edu/help/liaison-librarians.html](http://library.richmond.edu/help/liaison-librarians.html)) or ASK a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), or [chat](http://library.richmond.edu/chat.html) ([library.richmond.edu/chat.html](http://library.richmond.edu/chat.html)).

**Career Services:** ([careerservices.richmond.edu](http://careerservices.richmond.edu) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

**Counseling and Psychological Services** ([caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** ([disability.richmond.edu](http://disability.richmond.edu)) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

**Speech Center** ([speech.richmond.edu](http://speech.richmond.edu) or 287-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

**Writing Center** ([writing.richmond.edu](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

**COURSE SCHEDULE:  
LDST 101-06 LEADERSHIP & THE HUMANITIES (FALL 2021)**

**MONDAY, AUGUST 23**

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

**WEDNESDAY, AUGUST 25**

Higher Education and the Trouble with History  
**Listen:** Leadership & the Humanities Podcast, Episode 1  
**Watch:** [Unlikely](#) (streaming link through the library)

**MONDAY, AUGUST 30**

Leadership in History, Leadership *and* History  
**Listen:** L&H Podcast, Episode 2  
**Read:** Bass, “Meaning of Leadership” (article in “Readings” on BlackBoard)  
Bass, “Concepts of Leadership” (BB)  
[Corfield, “Why History Matters”](#)

**WEDNESDAY, SEPTEMBER 1**

What is ‘Culture’?  
**Listen:** Podcast, Episode 3  
**Read:** Longfellow, “Paul Revere’s Ride” (BB)  
[Walt, “The Myth of American Exceptionalism”](#)  
**Look:** Leader Portraits (BB)

**MONDAY, SEPTEMBER 6**

The So-Called Beginnings of “America”  
**Listen:** L&H Podcast, Episode 4  
**Read:** *People’s History of the United States*, “Columbus, the Indians, and Human Progress”

**WEDNESDAY, SEPTEMBER 8**

The Beginnings of Slavery in America  
**Listen:** Podcast, Episode 5  
**Read:** *PHUS*, “Drawing the Color Line”  
[Smith, “Point Comfort”](#)

**MONDAY, SEPTEMBER 13**

The History of Class in the US  
**Listen:** Podcast, Episode 6  
**Read:** *PHUS*, “Persons of Mean and Vile Condition” & “Tyranny is Tyranny”  
**Due:** Your Historical Event needs to have been approved by Dr. Bezio (Slack or email)

### **WEDNESDAY, SEPTEMBER 15**

Reacting, Day 1

**Listen:** Podcast, Episode 7

**Read:** *Reacting* pp. 3-61

**To do:** Negotiate characters within your factions (Patriot, Loyalist, Crowd)

### **MONDAY, SEPTEMBER 20**

Reacting, Day 2

**Listen:** Podcast, Episode 8

**Read:** *Reacting* pp. 62-95, 131-159

### **WEDNESDAY, SEPTEMBER 22**

Reacting, Day 3

**Listen:** Podcast, Episode 9

**Read:** *Reacting* pp. 97-131

### **MONDAY, SEPTEMBER 27**

Reacting, Day 4

**Due:** Historical Event Paper

### **WEDNESDAY, SEPTEMBER 29**

Reacting, Day 5

**Read:** *Reacting* pp. 160-192

### **MONDAY, OCTOBER 4**

Reacting, Day 6

**Read:** *PHUS*, “A Kind of Revolution”

Declaration Draft (from class)

Hutchinson’s Rebuttal (from class)

### **WEDNESDAY, OCTOBER 6**

Creating a National Myth

**Listen:** Podcast, Episode 10

[Hamilton \(Box\)](#)

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

### **WEDNESDAY, OCTOBER 13**

The Other Half: Gender and Citizenship

**Listen:** Podcast, Episode 11

**Read:** [“Anne Bradstreet”](#)

[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”](#)

**Due:** Your Work of Culture needs to have been approved by today (via Slack or email)



### **MONDAY, OCTOBER 18**

The American Civil War

**Listen:** Podcast, Episode 12

**Read:** *PHUS*, “Slavery without Submission”

**Watch:** [The American Civil War—Oversimplified](#) (Part I)

### **WEDNESDAY, OCTOBER 20**

Votes for Women

**Listen:** Podcast, Episode 13

**Watch:** [“Fighting for the Vote,” Part 1](#)

[“Fighting for the Vote,” Part 2](#)

**Read:** *PHUS*, “The Intimately Oppressed”

### **MONDAY, OCTOBER 25**

The Long Civil Rights Movement, Part I

**Listen:** Podcast, Episode 14

**Read:** *PHUS*, “Or Does it Explode?”

Carson, “Martin Luther King, Jr.: Charismatic Leadership in a Mass Struggle” (BB)

### **WEDNESDAY, OCTOBER 27**

The Long Civil Rights Movement, Part II

**Listen:** Podcast, Episode 15

**Read:** Hughes, “Langston Hughes Poems” (BB)

### **MONDAY, NOVEMBER 1**

The US and Immigration

**Listen:** Podcast, Episode 16

**Read:** [How the Other Half Lives, “Chapter V” & “Chapter IX”](#)  
[Anzaldúa, “Excerpts from Borderlands/La Frontera”](#)

**Due:** Work of Culture Paper

### **WEDNESDAY, NOVEMBER 3**

World War II

**Listen:** Podcast, Episode 17

**Read:** *PHUS*, “A People’s War”

[Swanson, “World War Two Was Not a Just War”](#)

### **MONDAY, NOVEMBER 8**

Protest and War: Vietnam

**Watch:** [Platoon \(Swank\)](#)

[“The Vietnam War Timeline”](#)

[The 20<sup>th</sup> Century, “The Vietnam Protest Movement”](#)

**Read:** *PHUS*, “The Impossible Victory”

### **WEDNESDAY, NOVEMBER 10**

Corruption & Impeachment

**Read:** *PHUS*, “The Seventies”

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

### **MONDAY, NOVEMBER 15**

The War on Drugs and the New Jim Crow

**Listen:** Podcast, Episode 18

**Read:** [Coyne & Hall, “Four Decades and Counting”](#)

**Watch:** [Just Mercy \(Swank\)](#)

### **WEDNESDAY, NOVEMBER 17**

Coming Unbalanced

**Listen:** Podcast, Episode 19

**Read:** *PHUS*, “The 2000 Election and the ‘War on Terrorism’”

### **MONDAY, NOVEMBER 22**

Partisanship: Fighting Ourselves

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

**Read:** *PHUS*, “Unreported Resistance”

### **THANKSGIVING BREAK**

### **MONDAY, NOVEMBER 30**

Wear a Mask: Global Pandemics in History

**Listen:** Podcast, Episode 20

**Read:** [History.com “Spanish Flu”](#)

**Watch:** [If You Don’t Know, Now You Know: COVID-19 vs. The Spanish Flu](#)

### **WEDNESDAY, DECEMBER 1**

Moving Forward in a Diverse Culture

**Listen:** Podcast, Episode 21

**Read:** Twitty, “No More Whistling Walk for Me,” “Hating my Soul,” & “Mise en Place” (BB)

**Due:** Final Research paper

### **TUESDAY, DECEMBER 7**

Podcasts are due (both the script file and the audio file) on Blackboard by 11:59pm. Audio files ONLY are due in Box (at the same time).

### **THURSDAY, DECEMBER 9**

Podcast reviews (three) are due by 12pm (noon).