

Leadership ^{and the} Humanities

LDST 101 | Fall 2025

Pursuing Happiness in American History

Class Meetings: Jepson Hall 107
W/F | 9:00-10:15am | 10:30-11:45am
Instructor: Dr. Lauren Henley (she/her)
Office Hours: Calendly appointment
Contact: lhenley@richmond.edu



Course Description

It is easy to feel overwhelmed these days. Doomscrolling is pervasive, mental health issues are at an all-time high, and political polarization is eroding civil disagreement. This seminar-style class seeks to unpack some of these difficulties by exploring the murky legacy of “the pursuit of happiness” at five key points in American history. We will read books that challenge conventional narratives, examining how leadership—intellectual, moral, institutional, and grassroots—has defined who gets to access happiness, and on what terms. Over the semester, we will critically reflect on how systemic injustice, intentional mythmaking, acts of resistance, willful contradictions, and the quest for power have crafted an American dream. By interrogating these themes at foundational moments in the past, we will reckon with what it truly means to thrive—not just as individuals, but as a society.



Course Objectives

This course fulfills the Historical Inquiry requirement for the Web of Inquiry and the Historical Studies requirement for Fields of Study. As such, by the end of the semester, you should be able to:

Secondary sources

1. Identify a scholarly argument
2. Challenge or defend a scholarly argument
3. Craft a scholarly argument

Primary sources

1. Identify a primary source
2. Analyze a primary source
3. Interpret primary sources using secondary sources

Common Standards

LDST 101 Common Course Objectives

By the end of this semester, you should know...

1. How to think about the skills possessed by, the expectations of, and the pressures placed on leaders
2. How our understanding of leaders and leadership varies over time and across cultures
3. How history, politics, belief, and culture (the humanities) relate to leadership
4. How systems of power and oppression impact individuals and communities
5. How to answer the question "What is leadership?"



Historical Studies (Fields of Study)

Historical studies examine events and actors of the recent or distant past within the context of the ideas, institutions, social norms, cultural practices, and physical environments out of which they arose. Courses with a historical perspective enable us to understand the values and institutions of disparate societies and cultures as they have developed over time.

By emphasizing the critical analysis of sources and the interrelationships among ideas, institutions, social structures, and events within one or more interpretive frameworks, these courses foster students' awareness of the methods and perspectives for understanding past societies and cultures in historical context. Courses that focus narrowly on the history of a discipline, that only use chronology as an organizational structure, or that do not stress the context in which ideas and events occurred fall outside the category of historical studies.

Historical Inquiry (Web of Inquiry)

Learning outcomes:

1. Students will analyze questions about past events, ideas, and human worlds (political, cultural, social, economic, and/or physical).
2. Students will demonstrate historical thinking by contextualizing and analyzing primary sources and evaluating the nature and limits of historical evidence.
3. Students will apply interpretations and methods employed in the given area of historical study.
4. Students will formulate, advance, and properly document historical arguments, drawing on a combination of primary sources, secondary sources, and other research materials appropriate to the given area of historical study.



Course Structure

Required Readings

You should acquire physical copies of these books:

- Jeffrey Rosen's *The Pursuit of Happiness: How Classical Writers on Virtue Inspired the Lives of the Founders and Defined America* (2024)*
- Heather Cox Richardson's *How the South Won the Civil War: Oligarchy, Democracy, and the Continuing Fight for the Soul of America* (2020)
- Adam Cohen's *Imbeciles: The Supreme Court, American Eugenics, and the Sterilization of Carrie Buck* (2016)
- Danielle McGuire's *At the Dark End of the Street: Black Women, Rape, and Resistance—A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power* (2010)
- Catherine Coleman Flowers's *Holy Ground: On Activism, Environmental Justice, and Finding Hope* (2025)

*To be provided to you by the Jepson School

Format

This class is reading and writing intensive, so plan accordingly. Be prepared to read one book every two weeks and write one in-class essay every three weeks. Essays will be written over two class periods.

Assignments

Engagement	20%
Conversation Starters	10%
Rosen Essay	10%
Richardson Essay	10%
Cohen Essay	10%
McGuire Essay	10%
Flowers Essay	10%
Happiness Audit	20%



Engagement

This is a discussion-based class. We are intellectual interlocutors trying to reckon with deep issues of leadership, power, morality, happiness, and more in the context of American history. Our scholarly growth can only be as robust as you make it. Show up for one another; I'll show up for you.

Attendance is the bare minimum; therefore, it is not included in your grade. Successful engagement requires coming to class, verbally participating in the discussion, advancing the conversation, and productively interrogating the assigned reading. Excessive absences negatively impact your grade.

A-quality engagement includes few-to-no absences, meaningful contributions to the conversation, explicit grappling with the readings, and fostering a culture of collegial curiosity.

B-quality engagement includes few-to-no absences, surface-level contributions to the conversation, cursory grappling with the readings, and participating in class culture.

C-quality engagement includes excessive absences, few-to-no contributions to the conversation, occasional grappling with the readings, and/or diminishing a culture of collegial curiosity.

D- and F-quality engagement are extenuating.

Conversation Starters

At the beginning of every seminar-style class period, you will turn in a handwritten index card with one thought-provoking question based on the assigned reading. One side of the index card should include the question, your codename (not your real name), and the date. The other side of the index card should include a contextual explanation of your question. This explanation must make **explicit reference** to a concept, quote, image, table, etc. from the book, using a page number or numbers as a guide.

Tips

- Write questions and comments in the margins as you read. Try to distill two or three specific points into a larger question that starts with why or how.
- Ask questions that genuinely interest you, not ones you think are 'smart.'
- Use the language you have. Be respectful, but don't avoid asking something because you're worried it will be offensive. This is an environment of grace-filled curiosity.
- If you have more than one question, submit more than one index card. If applicable, your highest quality question will be assessed that day.

Active Reading

Productive class conversations start with active reading. Active reading involves taking **intentional notes**. These notes are an ongoing conversation with the author where you agree or disagree with the argument, the evidence, and/or the conclusions. Turning your notes into conversation starters fosters robust dialogue.

Submission Policy

Conversation starters can be submitted early, but not late. There will be 18 opportunities for conversation starters this semester. The lowest three scores will be dropped.



A-quality conversation starters are submitted on time, include at least one explicit reference, and evince active reading. This can take the form of interrogating an argument, challenging an assumption/belief, making a contemporary connection, linking to another assigned book, and/or pondering potential stakes.

B-quality conversation starters are submitted on time but are missing at least one explicit reference or evince cursory reading. These questions may be overly broad, unproductively narrow, or easily answered within the reading. For example, asking what the author means by a term that is readily defined suggests surface-level reading. Likewise, asking a question that can be answered 'yes' or 'no' without further explanation does not push the conversation forward.

C-quality conversation starters are submitted on time but include a surface-level question without any explanation.

D-quality and F-quality conversation starters are extenuating.

Essays

Four of our five essays will be completed during class and written in pen in standard exam books, also known as blue books. The last essay serves as our final assignment and will be due on Blackboard at the end of our final exam window. It will be typed and submitted as a **.doc, .docx, or .pdf file**. Each essay will cover the most recent book we've read and one or more primary sources. Blue books, essay prompts, and primary sources will be given out at the start of each brainstorming day. You must engage with at least one primary source in each essay.



At the end of each brainstorming day, I will collect your blue books to redistribute for our writing day. You may not consult any electronic resource regarding any aspect of the essay assignment, either during our brainstorming and writing week or after. You may not work on your essay in any capacity outside of class. Evidence of non-class work or engagement with unauthorized material will be referred to the Honor Council.

Brainstorming Days

You can use each brainstorming day to:

- Formulate a draft argument
- Identify potential evidence
- Ponder plausible counterarguments
- Chat quietly with interlocutors
 - Anyone in class can be a sounding board

Permitted Materials

Our essays are an exercise in historical argumentation, not memorization. I expect you to bring the assigned book and any corresponding handwritten notes to our brainstorming and writing days. You may also consult handwritten notes from class discussions. **No electronic notes are permitted.**

A-quality essays advance coherent and original arguments, present compelling and specific evidence, and anticipate potential weaknesses. They evince a comprehensive grasp of the material, astute attention to detail, and intellectually defensible stakes. These essays rigorously analyze rather than describe at least one primary source.

B-quality essays advance reasonable arguments, present appropriate or general evidence, and/or avoid obvious pitfalls in logic or analysis. They evince a good or very good grasp of the material, acceptable attention to detail, and/or standard conclusions. These essays analyze and sometimes describe at least one primary source.

C-quality essays articulate descriptive or obvious arguments and/or may present an author's thesis as one's own. They evince a sufficient grasp of the material but fall short in terms of comprehension or coverage. These essays may espouse noticeably flawed arguments, fail to present content in a logical manner, and/or demonstrate poor quality writing that impedes understanding. Engagement with at least one primary source is poor.

D-quality and F-quality essays are extenuating.

Happiness Audit

Throughout American history, people have wrestled with their happiness by taking stock of how they spend their time. This semester, we will follow in this legacy. How often do we engage in things that bring us joy? When are we happiest? Does the way we spend our time align with what we want out of life? To begin answering these questions, you will track your time from September 1 through November 30. **You must track your waking hours for at least three-fourths of these days.** There are 65 weekdays available to track and 26 weekend days. You should track three-fourths of both weekdays and weekends.

1. Track how you spend your time
 - a. At minimum: class, homework, food consumption, intentional movement, socialization, work (if applicable), and personal obligations
 - b. Submit raw data at the end of the semester
2. Track how you feel at the beginning and end of each day with one word or sentence
3. Display what you learned in a creative way to be shared with the class
4. Write a short, guided reflection

Tips

- Incorporate this audit into your daily life; do not make it overly complicated unless that helps you understand yourself better
- Find a tracking system and stick with it
 - Consider a running note, a time management app, an online calendar, a physical planner, etc.
 - Prepopulate days with known obligations
- For accountability, set alarms to check in
- Think early about how you'll share your findings



A-quality happiness audits track a minimum of 69 days (49 weekdays and 20 weekend days). Findings are displayed in a creative and compelling manner, and reflections evince sincere engagement with the project in the context of this class.

B-quality happiness audits track between 46 and 68 days, regardless of the proportion of weekends and weekdays. Findings are displayed in a creative and compelling manner, and reflections evince sincere engagement with the project in the context of this class.

C-quality happiness audits track between 23 and 45 days, regardless of the proportion of weekends and weekdays. Findings are displayed in a creative and compelling manner, and reflections evince sincere engagement with the project in the context of this class.

D-quality and F-quality happiness audits are extenuating.

Assessment

Philosophy

On every assignment you will earn a letter grade that corresponds to the university registrar's scale: **A (excellent), B (good), C (average), D (poor), or F (failure)**. These grades will be assigned without pluses or minuses.

These grades will be translated to the university's 4.0 grading scale, and the average will be your final grade. Averages will be truncated to one space after the decimal point, not rounded. You must reach the threshold to earn that grade (for example, a B falls between 3.0 and 3.2999).

Research shows that traditional grading can hinder students' willingness to learn for the sake of growth, mastery, and competence. Instead, students tend to focus on the outcome—the grade—and often prioritize getting a certain score or number of points. This can have negative impacts on students' wellbeing and happiness.

Research also shows that increasing the number of grade distinctions also increases the opportunity for bias, even though we believe that numerical values are more objective. In reality, a 100-point scale suggests there are 101 different ways to assign a grade. This encourages a phenomenal amount of subjectivity.

Growth Opportunities

I get it. This grading format is different. At times, it may feel particularly hard or stressful. Yet it is predicated on the belief that you all are capable of doing difficult things and excelling at them.

To that end, there will be **optional growth opportunities** throughout the semester. These are drop-in windows outside of class time to revise any essay you want, with your grade being the average of your number of attempts. The same rules apply to these sessions as our in-class brainstorming and writing days, meaning you cannot consult electronic resources and must draw from only handwritten content. You can chat quietly with interlocutors.

In the spirit of earnest growth, we have a few rules:

1. You cannot erase previous content. You should revise using a different color pen than the original. Alternatively, you can rewrite your essay elsewhere in the same blue book.
2. You can only revise one essay per growth opportunity. This gives you time to think deeply about the changes you'd like to make.
3. You cannot entirely abandon your original essay. This means there should be some continuity between any revisions and the first iteration of your ideas.



In-Class FAQs

What if I miss a brainstorming day?

Email me as soon as you know you'll be absent, ideally *before* the class period begins. I will work with you to arrange a makeup time that same week with a different essay prompt. If we are unable to find a makeup time, you should aim to complete as much of your essay as possible during our writing day. Your essay will be graded as a work in progress, with the expectation that you will attend the next growth opportunity to finish it.

Why should I take notes during class?

Notetaking can help you stay engaged in our conversation and return to key points. It can also help you recall key insights for your in-class essays. Lastly, keeping a record of our intellectual growth will make crafting your final essay, which includes an introspective component, a lot easier.

What if I miss a writing day?

Email me as soon as you know you'll be absent, ideally *before* the class period begins. If you know by Wednesday's class that you'll be missing Friday's writing day, you should aim to complete as much of your essay as possible during our brainstorming day. I will work with you to arrange a time to finish your essay that same week. If we are unable to find a completion time, your essay will be graded as a work in progress, with the expectation that you will attend the next growth opportunity to finish it.



What if I disagree with my peers?

That's great. I encourage you to speak up, even if it feels uncomfortable. Respectful disagreement fosters robust conversation and pushes us all to think more intentionally about our opinions and beliefs.



Can I just record class instead?

No, you may not record any portion of class unless you have documentation requiring such for an accommodation. This includes but is not limited to all forms of audio or video recording technology. This is a gracious space to test out new ideas, examine contradictory values, and respectfully challenge one another. Unease with recording erodes trust.

What if I'm late to class?

You're expected to be on time. Four tardies equals one absence. Excessive absences will negatively impact your grade.



Out-of-Class FAQs

What are office hours?

Office hours are an opportunity to chat with me one-on-one about whatever's on your mind. Assignment questions, thoughts about a recent class period, musings on campus life, and more are all possible. You can also stop in to say hi and tell me about yourself. Sign up for office hours using the Calendly link on Blackboard.

Note: By law, I am a mandatory reporter. If you tell me about sexual misconduct, I am obligated to report it. I am happy to point you in the direction of confidential resources on campus if needed.

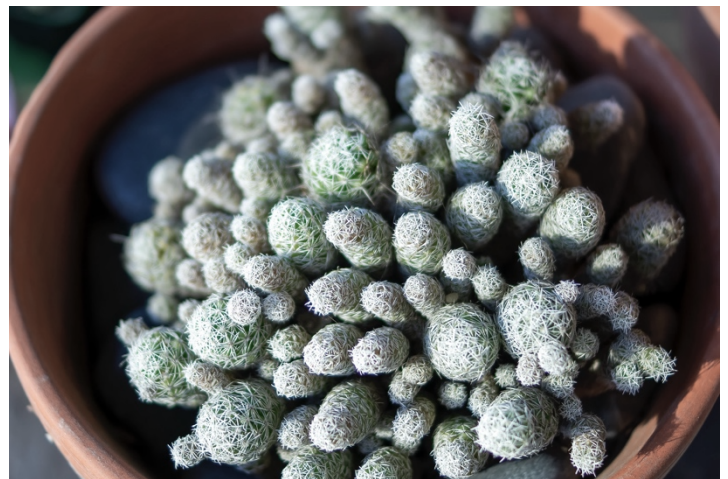
Do we have a final exam?

No, we have a final essay. This essay is due on Blackboard by December 12 at 12pm.



How do I contact you?

Send me an email: lhenley@richmond.edu. I respond to student emails within 24 hours of receipt during the week, but I do not respond to emails sent over the weekend (after 4:00pm ET on Fridays through Sunday) until the following Monday.



What if I have accommodations?

Send me your DAN and let's chat. I'm here to support you and what you need to do your best in our class.

Why do our materials contain antiquated language?

Language is constantly evolving. The words we use say a lot about what and who we believe. Encountering historical language that is offensive or problematic can allow us to reckon with the past in productive ways without reinforcing harm.

What if I'm struggling?

Let's chat. It's okay to not be okay. If I can't help you, we'll find someone who can.



Course Values

Student Rights

- 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 discretion.
- 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.

Student Responsibilities

- You are responsible for taking care of yourself, managing your time, and communicating with me 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 me 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, nationality, ability, etc. Class rosters are provided to me with your official university name. I will gladly honor your desire to address you by an alternate name and/or gender pronouns. I will model best practices for naming preferred pronouns and recognize that not all students will feel comfortable with this approach. If this is the case, please advise me in whatever method is most comfortable for you as early as possible in the semester so that I may make appropriate changes to my records. If your pronouns and/or name change during the semester, please contact me so that I can address you as you desire.

Common Course Policies

Jepson School of Leadership Studies

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.

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 this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.⁵ 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://inclusion.richmond.edu/>

Updated Policies

Artificial Intelligence Technology & Honor Code

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. This means that no student is to use, rely on or turn in work that was paid-for, copied, excessively summarized without citation, created in collaboration (without permission), produced by AI, or is otherwise not the original work of the student for the specific assignment (without explicit permission).

Disability Services

The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting: disability.richmond.edu. Disability Services can be reached at disability@richmond.edu or 804-662-5001.

Once accommodations have been approved, students must

- 1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: sl.richmond.edu/be, and
- 2) Request a meeting with each professor to create an accommodation implementation plan.

It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation. Disability Services is available to assist, as needed.

Sometimes things don't go to plan. I get that. I also recognize that, when things aren't going well, it can be hard to reach out. I can't know what you're going through unless you feel comfortable sharing. But, if you do share, I promise I will use my resources to help you and/or connect you to folks who can help.

If at any point during your college years you experience an emergency and don't have the funds to address it, use this [Student Support Form](#) (and chat with me if you feel comfortable doing so).

All students have the right to come to class without worrying about basic needs. If you experience food or housing insecurity during your time at UR, even after our class has ended, please arrange a meeting with me so I can help.



Weinstein Learning Center

The Weinstein Learning Center is your go-to destination for academic support. Our services are tailored to help you achieve your academic goals throughout your time at the University of Richmond. To learn more and view service schedules and appointment times, visit wlc.richmond.edu. Available services are outlined below.

Academic Coaching

Meet with a professional staff member who will collaborate with you to assess and develop your academic and life skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, and more).

Content Tutoring

Peer consultants offer assistance in specific courses and subject areas. They are available for appointments (in person and virtual) and drop-in sessions. See schedules at wlc.richmond.edu for supported courses and drop-in times.

English Language and Intercultural Learning

Attend one-on-one or group consultations, workshops, and other services focused on English, academic, and intercultural skills.

Quantitative and Programming Resources

Peer consultants and professional staff offer workshops or one-on-one appointments to build quantitative and programming skills and provide statistical support for research projects.

Speech

Prepare and practice for academic presentations, speaking engagements, and other occasions of public expression. Peer consultants offer recording, playback, and coaching for both individual and group presentations. Students can expect recommendations regarding clarity, organization, style, and delivery.

Technology Studio

Visit our student lab dedicated to supporting digital media projects. Services include camera checkout, video/audio recording assistance, use of virtual reality equipment, poster printing, 3D printing and modeling, and consultation services on a variety of software.

Writing

Assists student writers at all levels of experience, across all majors. Meet with peer consultants who can offer feedback on written work and suggest pre-writing, drafting, and revision strategies.

July 2025

I reserve the right to modify this syllabus according to the needs of the class.

Course Schedule

Day	Topic	Materials
August 27	Course Overview	
August 29	History and Leadership	<p>Read: Andrews and Burke, "What Does It Mean to Think Historically?"</p> <p>Reminder: Happiness Audits start on Monday, 9/1</p>

Classical Ideals and the Founders' Broken Promises		
September 3	Being Good or Feeling Good	<p>Read: Rosen, chapters 1-3 (1-81)</p> <p>Due: Conversation Starter</p>
September 5	Betraying One's Own Ideals	<p>Read: Rosen, chapters 4-6 (82-141)</p> <p>Due: Conversation Starter</p> <p>Reminder: You must attend Jeffrey Rosen's talk on 9/9 at 4:30pm in Ukrop Auditorium</p>
September 10	The American Experiment	<p>Read: Rosen, chapters 7-9 (142-217)</p> <p>Due: Conversation Starter</p> <p>Reminder: Today's conversation starters should include an additional explicit reference to Rosen's talk to earn an A</p>
September 12	Listening as Self-Discipline	<p>Read: Rosen, chapters 10-12 (218-280)</p> <p>Due: Conversation Starter</p>
September 17	Rosen Essay: Brainstorming Day	
September 19	Rosen Essay: Writing Day	

The Civil War and a National Myth		
September 24	Establishing an Oligarchy	Read: Richardson, introduction-chapter 2 (xiii-51) Due: Conversation Starter
September 26	(Re)constructing the Cowboy	Read: Richardson, chapters 3-4 (52-96) Due: Conversation Starter
October 1	The South in the West	Read: Richardson, chapters 5-6 (97-144) Due: Conversation Starter
October 3	Movement Conservatives	Read: Richardson, chapter 7-conclusion (145-205) Due: Conversation Starter *Optional growth opportunity (3:00-5:00pm)
October 8	Richardson Essay: Brainstorming Day	
October 10	Richardson Essay: Writing Day	

Eugenics and Perfecting the American Ideal		
October 15	Defining the Ideal	Read: Cohen, introduction-chapter 2 (1-77) Due: Conversation Starter
October 17	Legitimizing Eugenics	Read: Cohen, chapters 3-5 (78-159) Due: Conversation Starter
October 22	Legislating Eugenics	Read: Cohen, chapters 6-8 (160-250) Due: Conversation Starter
October 24	The Consequences of Perfection	Read: Cohen, chapter 9-conclusion (251-323) Due: Conversation Starter *Optional growth opportunity (3:00-5:00pm)
October 29	Cohen Essay: Brainstorming Day	
October 31	Cohen Essay: Writing Day	

Demanding Happiness and Civil Rights		
November 5	Jim Crow Realities	Read: McGuire, prologue-chapter 2 (xv-83) Due: Conversation Starter
November 7	Resisting Violence	Read: McGuire, chapters 3-4 (84-159) Due: Conversation Starter
November 12	Untold Stories	Read: McGuire, chapters 5-6 (160-211) Due: Conversation Starter
November 14	Movement Legacies	Read: McGuire, chapter 7-epilogue (212-284) Due: Conversation Starter *Optional growth opportunity (3:00-5:00pm)
November 19	McGuire Essay: Brainstorming Day	
November 21	McGuire Essay: Writing Day	

Defending Your Truth and Human Decency		
November 26	Thanksgiving Break	Read: Flowers, prologue-chapter 4 (1-98)
November 28		
December 3	Happiness Audits	Read: Flowers, chapters 5-7 (99-148) Due: Conversation Starter
December 5	Happiness Audits + Course Evals	Read: Flowers, chapters 8-10 (149-205) Due: Conversation Starter
December 10	*Optional growth opportunity (8:00-11:30am)	
December 12	Due: Flowers Essay by 12pm on Blackboard	