Leadership and the Humanities

LDST 101 | Spring 2025

Class Meetings: Jepson Hall 107
Wednesdays and Fridays
9:00-10:15am and 10:30-11:45am
Instructor: Dr. Lauren Henley (she/her)
Office Hours: Jepson Hall 234—Wednesdays
by appointment, 12:30-2:30pm
Contact: 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 and a bad leader? How do issues of race, gender, sexuality, class, and ability affect perceptions of leaders? What does historical leadership tell us about contemporary society? These questions, and others, are explored in this course. By examining the foundations and development of leadership as a concept in Western society, this course encourages you to think broadly about issues of power, morality, success, failure, change, and more.

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?"

This course is divided into four units to give you 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. This class is designed to be inclusive in terms of content, assessments, discussions, and more.

General Education

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.

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.

Grading

This class approaches assignments and grading differently from many other classes. Research shows that traditional grading can hinder students' willingness to learn for the sake of learning. Instead, students tend to focus on the end result—the grade—and often prioritize getting a certain score or number of points. This class is based on low-stakes assessments that are graded holistically (i.e. there are no numeric grades assigned).

Instead, **on every assignment you have the opportunity to earn a letter grade**:
A (exceptional), B (good/very good), C (sufficient), D (insufficient), or F (unacceptable).

These grades will be translated to the university's 4.0 grading scale at the end of the semester and the average will be your final grade. Averages will be truncated to one space after the decimal point, not rounded.

A+ 4.0	A 3.8-3.9	A- 3.6-3.7	Not Satisfactory
B+ 3.3-3.5	B 3.0-3.2	B- 2.7-2.9	F 0.0-0.6
C+ 2.3-2.6	C 2.0-2.2	C- 1.7-1.9	I 0.0
D+ 1.3-1.6	D 1.0-1.3	D- 0.7-0.9	V 0.0

A few notes about grading:
1. During the semester, letter grades will be assigned *without pluses and minuses* (except in extenuating circumstances).
2. Having low-stakes assessments should not be understood as the assignments being easy or requiring minimal effort. Instead, the idea is that no single assignment disproportionately helps or harms your grade.
3. This grading philosophy gives you a significant amount of flexibility in earning your grades, but it requires you to be proactive rather than reactive.
4. I have high expectations and want to see you succeed. Earning a B+ in this class is considered a good grade and is evidence that you have met my expectations.

Standards

modified from Dr. Thad Williamson

A (exceptional): A-range work <u>far exceeds</u> the requirements of a given assignment by demonstrating critical thinking, a comprehensive grasp of the material, and astute attention to detail. A-range papers advance coherent and original arguments, present compelling evidence, and anticipate potential questions/weaknesses. Work of this quality is incredibly well-written with few-to-no grammatical mistakes, has impeccable organization, and adheres to formatting guidelines, including notes-bibliography CMS citations, as required. Written assignments that earn this grade are exemplary, distinctive, and evince exceptional insights.

B (good): B-range work is considered <u>good and very good</u>, amply meets the assignment's requirements, and shows sincere engagement with course material. B-range papers demonstrate significant effort to address all assignment aspects and avoid obvious pitfalls in logic, argument, and/or organization. Written assignments that earn this grade are typically well-written and easy to follow, make solid arguments, and show acceptable attention to detail.

C (sufficient): C-range work meets most of the requirements of a given assignment but is <u>lacking in some significant or noteworthy manner</u>. Engagement with course materials is present but might fall short in terms of comprehension or coverage. C-range papers may espouse noticeably flawed arguments, fail to present content in an organized manner, and/or demonstrate poor quality writing (or proofreading).

D and F (insufficient): D- and F-range work does not meet the requirements.
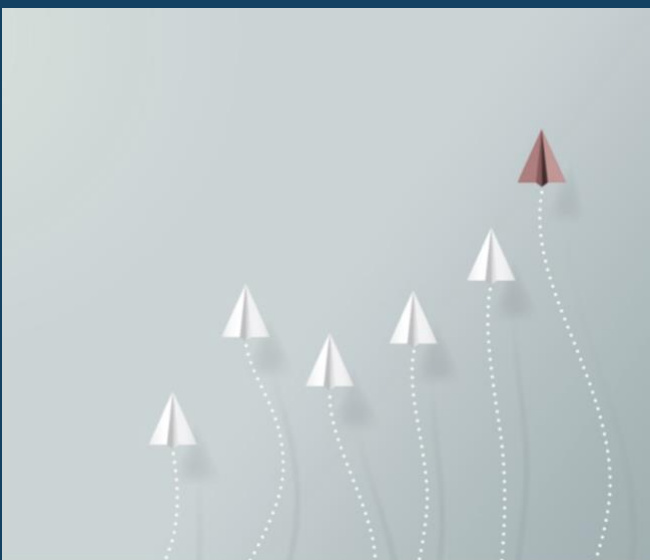
Assignments

Every assignment for this class is worth 10% of your overall grade and will be assessed using the letter designations above. Of the ten assignments, six are required and four are to be selected from a list of eight options (YPAs). This format balances assessing what you're learning while giving you flexibility to demonstrate your knowledge in ways that highlight your strengths, and it permits you to consider other constraints placed on your time.

Required Assignments

Participation

Packback

Comprehension Checks

Multiple-Choice Exam

Mid-Semester Reflection

Final Reflection

You-Pick-Assignments (YPAs)

Leadership Musings

Hard History Analysis

How-to-Lead Playlist

AI Annotated Grade

Leadership Speech

Historical Leader Letter

Primary Document Analysis

Unessay

Participation

I expect that you will attend all classes. More importantly, I expect that you will participate in class. I recognize that participation looks different for everyone. Some people will feel comfortable jumping into a conversation from the beginning, others will want to sit back and observe for a bit, and still others might find that any kind of speaking in a group setting makes them anxious. Part of this class is learning how to participate in ways that encourage you to grow. **This is <u>NOT</u> a lecture-based class**. We will have large and/or small group discussions nearly every class and do a variety of in-class activities. Some of the course material we're covering will be controversial and your opinions may differ significantly from those of your peers. That's great. We'll debate various sides of different arguments and reflect on the value of civil discourse.

All of this means that you will be expected to contribute to the intellectual growth of the class, to interact with your peers respectfully, and to engage with course material in meaningful ways. **You should be <u>present</u> in class**. We have 75 minutes each class to work through fascinating theories, debatable ideas, and thought-provoking questions. Put your phone out of sight, take handwritten notes, and only use your computer to pull up our readings (even better, don't use your computer at all). We should respect one another's time out of class, and I expect you to respect our time in class.

You may exercise two absences from class without consequence. These absences are automatically excused and carry an implicit no-questions-asked policy. You are young adults and I expect you to be able to manage your own commitments, health, familial situations, etc. Out of respect for our class dynamic, please communicate with me before you intend to miss class, if at all possible. Four tardies equals one absence.

Emergencies happen. If you unexpectedly must miss class, please reach out to me as soon as you are able, but not before you are safe and/or well enough to do so.

Packback

Participation is a requirement for this course, and Packback will be used for online discussion about class topics. Packback is an online community where you can ask open-ended questions to build on what we are covering in class and relate topics to real-world applications. Packback requires you to cite at least one source (i.e. assigned reading) in your posts. **Letter grades will be calculated based on your earnest engagement with class materials, the originality of your contributions, and your growth throughout the semester.**

Tips
- Curiosity scores take into account *when* you post—being one of the first can help boost your score
  - o Consider posting your question early and coming back to do your responses
- Bring in references from the outside world—social media posts, news stories, anecdotes, opinions, etc.
- Spark questions and posts that you wish you had time to answer, that way we can chat about them
- Push yourself to disagree with a classmate (and mark it as a counterpoint in the platform)

Almost every week, there will be a **Thursday 11:59pm ET deadline** for posts. You should submit the following per each deadline period:
- One open-ended question with a minimum curiosity score of 80
- Two responses, each with a minimum curiosity score of 80

The week's discussion will lock at the deadline. You cannot receive partial credit for submitting less than three posts in a week. However, **you can skip one week of posts without penalty.**

Registration
An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register as follows:
1. Create an account by going to this link and clicking "Sign up for an Account" (if you already have an account on Packback you can log in with your credentials).
2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.
   9:00am Section Community Lookup Key: **4CX-QIU-1LZM**
   10:30am Section Community Lookup Key: **BXQ-9TA-RT4V**
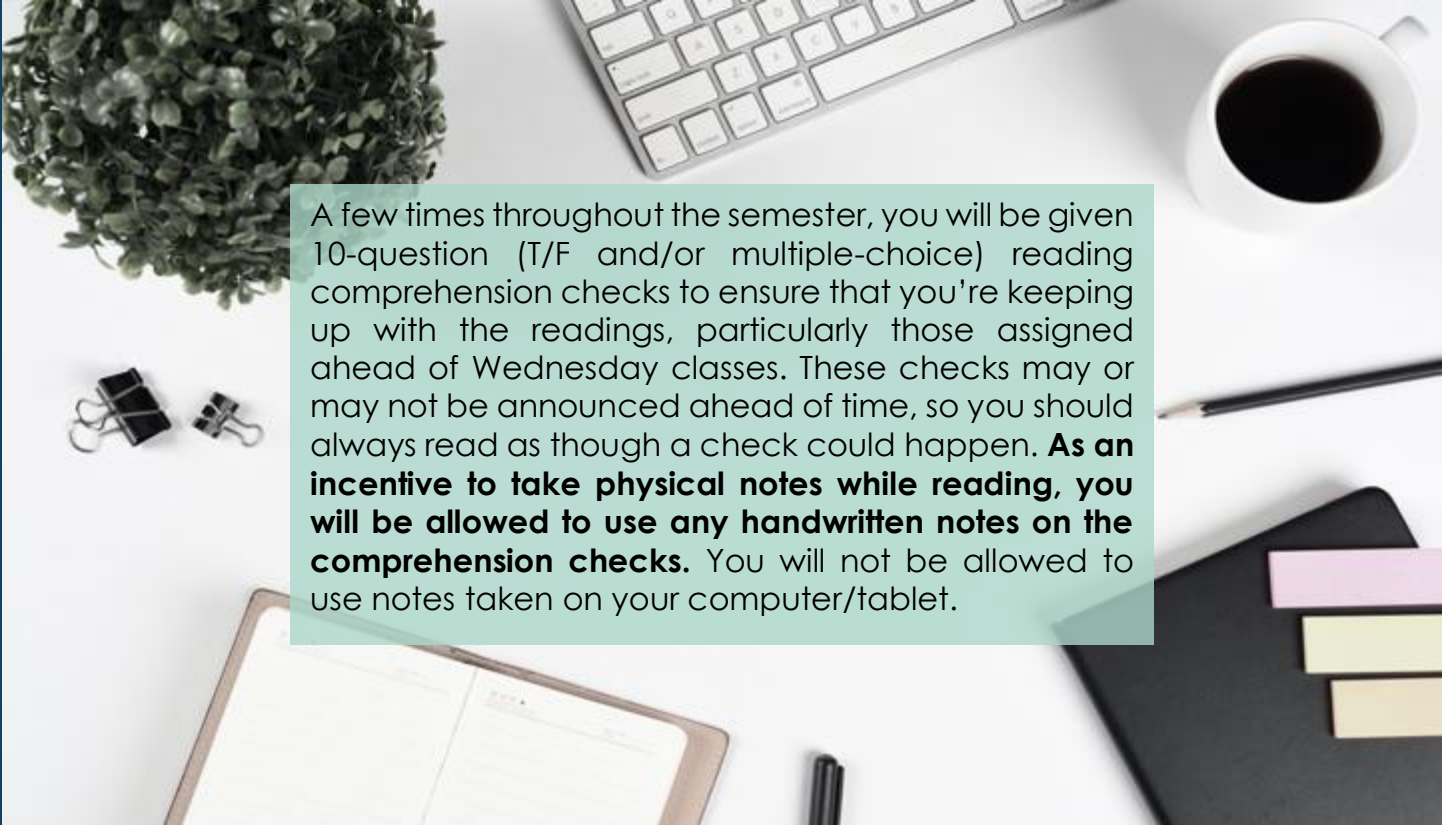3. Follow the instructions on your screen to finish your registration.
   For our class, Packback requires a paid subscription. If cost is an issue, please speak with me ASAP so I can point you to the appropriate resource.

Help
If you have any questions or concerns about Packback throughout the semester, please go here. If you need more help, contact their customer support team directly at help@packback.co.
For a brief introduction to Packback and why we are using it in class, check out this video.

Comprehension Checks

A few times throughout the semester, you will be given 10-question (T/F and/or multiple-choice) reading comprehension checks to ensure that you're keeping up with the readings, particularly those assigned ahead of Wednesday classes. These checks may or may not be announced ahead of time, so you should always read as though a check could happen. **As an incentive to take physical notes while reading, you will be allowed to use any handwritten notes on the comprehension checks.** You will not be allowed to use notes taken on your computer/tablet.

Reflections

A key feature of humanistic enterprise is reflecting on how you know what you know, not memorizing facts to regurgitate at a specific moment in time. As a result, **twice during the semester (early March and late April) you will be asked to reflect on your experience in class**. These reflections should be earnest assessments of your learning and will provide you the opportunity to shape the direction of this class and future classes. Although inherently subjective assignments, the reflections are to be taken seriously and will be assessed in terms of their sincere engagement with the questions presented.

You-Pick-Assignments (YPAs)

Tips
- Even if it is not explicitly stated in the assignment description, all YPAs should have a clear and defendable <u>argument</u>
- YPAs should be organized logically and have coherent introductions and conclusions (the latter of which should <u>not</u> simply restate the argument)
- YPAs should have descriptive titles and **no header information but your name**
- YPAs should draw from <u>specific</u> examples related to course readings and materials, **with appropriate citations**
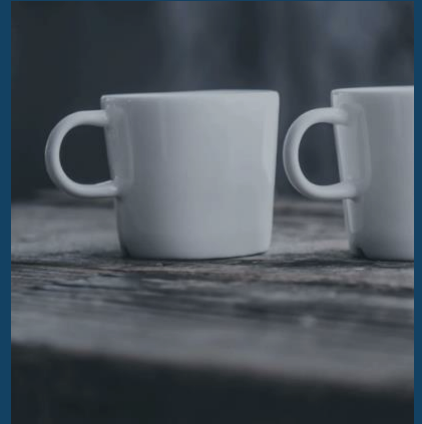
Except for one YPA, the rest can be turned in on any deadline. Some will be easier to complete after we have covered certain content; I have provided my recommendations for such timings. If you want to submit a YPA beforehand, however, you are free to do so.

All papers should be double-spaced in Times New Roman, size 12 font, with 1-inch margins. **Submit all written assignments through Blackboard as PDF or Word files**. Citations should adhere to the <u>Chicago Manual of Style</u> (notes-bibliography style). While papers can be written in first-person, I expect you to write with a standard of university-level grammar, syntax, organization, and argumentation. Proofread your work before submitting it. **Assignments with three or more grammatical mistakes cannot earn an A as they indicate a lack of attention to detail. Failure to attempt CMS citations also indicates a lack of attention to detail and bars an assignment from earning an A.**

All work is expected on time and no grace periods will be granted. Late work has the opportunity to be assessed with a one-letter grade deduction per day.
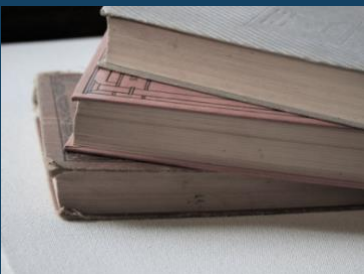
If you opt to submit a physical YPA (like an unessay), you can bring it to class the Wednesday after the deadline, but you must submit photographs (or a video) of the assignment on Blackboard before the deadline and you cannot alter the YPA after your media has been uploaded. Alternatively, you can leave your YPA in the Jepson main office by 5pm the Friday it is due.

Before you submit your YPAs, I strongly recommend that you confirm against this syllabus that you have met all of the requirements. This document, as opposed to Blackboard, serves as the official policy for class assignments. I am not out to trip you up, but I have learned that students rarely return to the actual syllabus once the semester is underway.

Leadership Musings
January 26

This YPA is designed for students who want to get a grade out of the way early in the semester and is the only YPA that includes an option for revision. Submit a 2-page reflection that analyzes a leadership moment in your life. You can talk about an extracurricular club, a moment in high school or childhood, and/or a particular event. You should be as specific as possible in your analysis, taking care to ensure your personal experience is captured.

Consider the following questions as you craft your YPA. How would you theorize your leadership style and why? Were you in a formal or informal leadership role? What was the dynamic between you and your followers? What characteristics and behaviors made you an effective or ineffective leader? Were there particular challenges or obstacles you faced while leading, and if so, how did you overcome them? What lessons did you learn?

The catch?
The usage of certain words is severely limited: "leader" or "leadership" can be used twice, conjugations of the verb "to lead" once, and conjugations of the verb "to be" twice.

If you choose this option, the YPA is due January 26 at 11:59pm ET. You will be able to revise and resubmit your assignment until April 25 at 11:59pm ET for a regrade. (Note: this assignment is tough, but it has low stakes.)

Hard History Analysis

Watch this TED video from Hasan Jeffries about confronting hard history. Then, visit the virtual tour for Mount Vernon and learn about the Washingtons' estate. Once you have consulted both sources, write a brief analysis (3-4 pages) of how they relate to our materials about Founding Families. In addition to the standard YPA requirements, address the following questions in a coherent essay.

How do physical sites like presidential homes convey leadership and power? What does the legacy of Montpelier and Mount Vernon say about their respective leaders? How does the romance of leadership affect the way Washington and Madison are remembered in American history?

How does learning about the nuances of historical leaders like Washington and Madison contribute to our current understandings of social injustices? What are some specific and actionable ways modern-day leaders can address these systemic problems?

This assignment is best completed after February 26.

How-to-Lead Playlist

Songs often shape our emotions and inspire our actions. Curate an annotated playlist of 8-10 songs you believe reflect the study of leadership. These should be songs that relate to specific course content in novel, unique, and compelling ways. Every song should draw on either a leadership theory or one of our classic writings on leadership (or both). At most, you can have two songs from the same artist included in your playlist, and each song should depict a unique class concept. Each song selected should be accompanied by an annotation (min. 6 sentences) explaining why you selected it and how it explicitly connects to leadership studies. You should reference specific lyrics, concepts, and readings in your annotations. Include the full song title, artist name, album name, and year of production in your annotation.

Make sure you check out the list of banned songs on Blackboard first. Each inclusion of one of these songs will result in an automatic one-letter deduction to your grade.

AI Annotated Grade

The age of artificial intelligence is upon us. To grapple with this changing landscape, select one of the AI responses posted on Blackboard and offer your own annotated commentary and grade. Your commentary should be detailed, specific, and reference class materials and expectations. You should pay attention to both the content of the response and how it's been constructed. Make sure to note gaps in logic, flow, and argumentation (if applicable).

After you have annotated the ChatGPT response, you should write a brief summary (1-2 pages) of your findings and recommend an overall grade using our class schematic. Both your annotated commentary and your summary comprise this assignment. Submit both documents on Blackboard as a combined Word or PDF file.
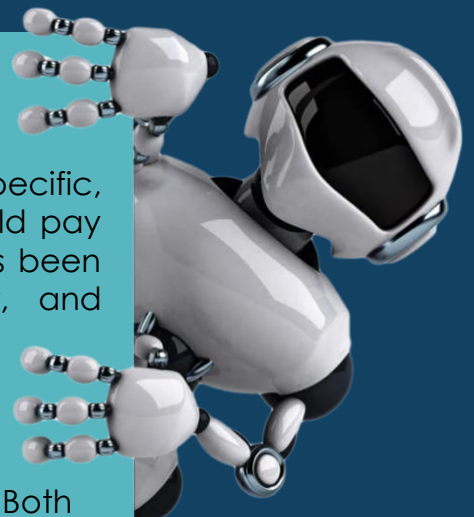
Leadership Speech

Record yourself giving a short speech (5-6 minutes) about a change you want to see made on our campus. The change can be related to an injustice you want rectify, an improvement you want to see happen, or an idea you want to spread. Using the 4 I's of transformational leadership, pretend that you are pitching your opinion to the <u>entire</u> university community (students, faculty, staff, and administration). Through rhetoric, model what inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration can look and sound like. Make sure that your speech includes a specific and concrete <u>solution</u> for the change you're proposing. Your solution need not be realistic or practical, but it should be well-informed and intentional. This is your opportunity to move beyond learning about leadership theories and put them into action. You should submit both an audio file <u>and</u> a transcript of your speech.

This assignment is best completed after February 7.
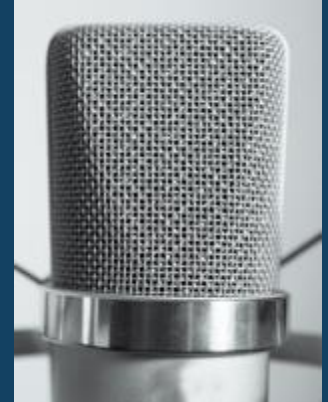
Historical Leader Letter
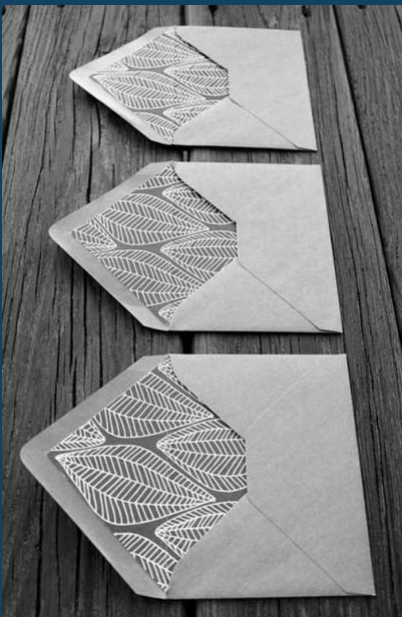
Write a 2-4-page letter to any historical leader of your choosing. The person you select must have been dead for at least 30 years (1995). In your letter, you should ask your historical figure about their approach to leadership, offering <u>concrete</u> and <u>specific</u> examples as evidence. Try to speculate about which leadership theory or theories might be most applicable to what you know about them. Consider whether or not you want to commend or criticize their leadership tactics and justify your stance.

Write to them about contemporary leadership challenges and consider how they might respond to such issues. For example, if you chose to write a letter to Thomas Jefferson, you could address recent waves of politicizing education to achieve specific outcomes, including historical erasure. Be as detailed and specific as possible throughout your letter.

This assignment requires you to do some outside reading in the form of two peer-reviewed academic journal articles or book chapters separate from materials assigned for class.

Primary Document Analysis

Pick one of the primary documents provided on Blackboard and write a 2-4-page analysis of the source. You should consider the basics of the source (who, what, where, and when) and also focus on what it tells us about historical leadership, depending on the context of the selected document. Addressing the purpose and/or intended audience of the document will strengthen your assessment and help you analyze rather than describe the source. Your analysis should be formatted as a short, argumentative essay and use the following questions for guidance.

How is leadership being depicted or discussed? Why does the historical context matter for understanding leadership as a process and/or the leader as a person? What specific details from the primary document help advance your argument?

This assignment requires you to do some outside reading (one peer-reviewed academic journal article) and must include notes-bibliography Chicago Manual of Style citations for this source. Completion of this assignment can vary depending on the document you choose.

Unessay

Offering the opportunity to demonstrate your learning through a non-traditional format, the unessay YPA requires that you artistically depict one of the leadership theories we've covered in class and relate it to either one of the historical figures or contemporary challenges we've discussed. This artistic depiction should be creative and can take a variety of formats, including but not limited to: a comic strip, a sculpture, a painting/drawing, a zine, etc. **All unessays must be physical objects and should not have been created using a computer.** Unessays should be judicious in their use of text and will be assessed based on how convincingly and creatively they convey the appropriate leadership theory and its connection to either a historical figure or contemporary challenge. A brief (200-word) explanation of your unessay can be included, but the assignment must stand on its own.
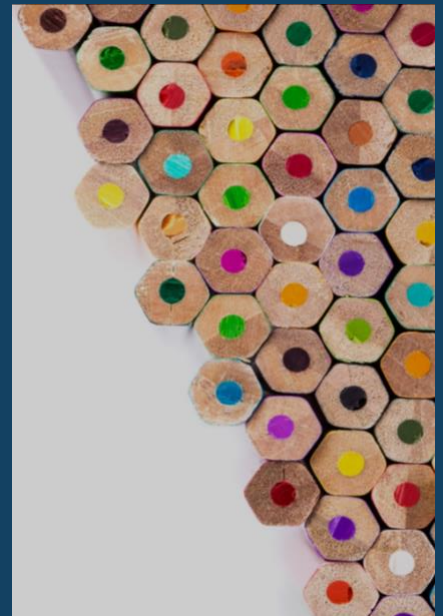
YPA Advice

YPAs should be able to stand alone, meaning that you should write for a generic reader, not your professor. Your audience should be able to follow your argument without needing to have read the same materials or seen the assignment requirements.

Read the syllabus. Blackboard is simply the vessel to turn in work and access materials. The syllabus governs class expectations and is what I use to grade assignments.

All YPAs should have arguments, regardless of the assignment description. Arguments should be *defendable*, so think about whether you have truly taken a stance or merely offered an analysis.

Page limits are strictly enforced as minimums and maximums. Bibliographies are not included in these counts.
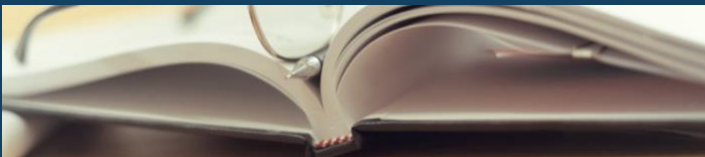
The acceptable electronic submission formats for this class are Word or PDF files for written materials and MP3 for audio files. All other file types will not be graded. This includes but is not limited to Pages and anything from the Google Workspace. Every electronic assignment allows for two attempts in case you upload the wrong format. You are responsible for addressing formatting issues before the deadline.

Assignments are due at 11:59:00pm. This is a Blackboard setting, not my own. This means that work is late after this deadline, even if it is only by a few seconds. There is no grace period. Do not wait until the last minute to upload your assignments.
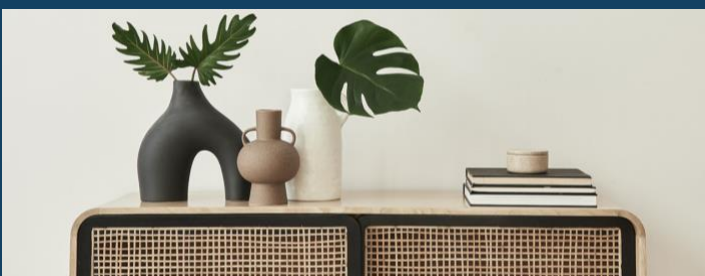
Readings

All course readings are provided through Blackboard. Readings should be completed <u>before</u> the class period for which they are listed.

How to Read
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 creates said argument, and whether it is one you find compelling. By actively reading and taking thorough notes throughout the semester, you will save time when completing your assignments. Strong notetaking will also lead to more productive class conversations as we talk through a variety of nuanced topics.

If you ever have questions about reading for class, schedule time to meet with me or check out our "How to Read for Class" guide on Blackboard.

<u>Note</u>: some of our material this semester is historical in nature and uses terminology that is antiquated to modern audiences. These materials may include words that are considered offensive or inappropriate today. I will offer alternative words to be used in class as needed and elaborate on the significance of contextualizing language as required.

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 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 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.

Recording Policy
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. You may not take pictures of anyone in class without the express consent of the intended party. I will explicitly state when it is okay and/or encouraged to take pictures.

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 request 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.

Communication Policy
If you have questions that are not answered in the syllabus or on Blackboard, you are encouraged to reach out to me to seek clarification. **If the answer can be found in the syllabus or on Blackboard, my response will point you in the direction of the source**. This approach encourages you to actually look for answers before reaching out and gives me time to answer more substantive questions. I will respond to student emails within 24 hours of receipt during the week but will not respond to emails sent during the weekend (after 5:00pm ET on Fridays through Sunday) until the following Monday.

Whenever you email me, do not address me as anything other than Professor Henley or Dr. Henley (i.e. no Ms./Miss/Mrs.). Your email does not need to be formal but should open with some sort of respectful greeting (i.e. Dear/Hello/Hi Professor Henley).

Stance on AI

We're living in an unprecedented age of technological change. As a historian, I'm well aware of how these kinds of innovations have played out in the past. From the invention of the printing press to the creation of the internet, humanity has constantly been met with world-changing technology. Likely, artificial intelligence will be no different in the sheer amount of change it brings to our lives.

To that end, I am a cynic about our ability to "beat" it. I'm not even convinced that's the right approach to take. **So, here's my stance: you can use AI at your own risk to brainstorm assignments and think through your approach. You cannot use AI to draft, write, revise, or complete any assignment for our class. Using AI beyond brainstorming is considered unauthorized assistance.**

As a disclaimer, I have already spent many hours typing all of our class assignments into an LLM and asked numerous follow-up questions to try to replicate A-quality work. I have been unsuccessful.

So far, the evidence does not suggest that AI can actually "think." At their core, large language models (LLMs) like ChatGPT are prediction machines. They scrape large amounts of textual data and repeatedly predict the next most likely word in a given sequence. While there are other types of AI, it is these LLMs that seem to pose the biggest challenge to a humanities-based class like ours. Image-based AI platforms like Midjourney also pose potential harm to unconventional assignments designed with human creativity and artistic aims in mind.

I believe there can be some utility to the responsible application of AI in a college setting. AI can help neurodivergent students process information, allow students with disabilities to engage more meaningfully with course content, and encourage all students to assess flawed arguments, ideally strengthening their own in the process.

Knowing these risks, if you choose to use AI in the process of brainstorming an assignment, you must cite your source using the Chicago Manual of Style. Refer to the last footnote on the library's link for the kind of footnote this class requires. **You must include the date the text was generated, the prompt you entered, and the name of the AI platform.**
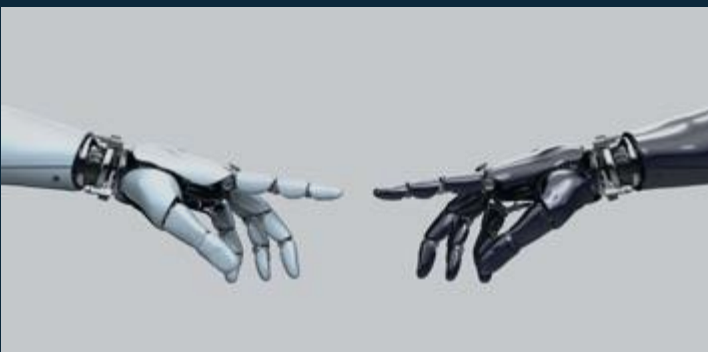
Failure to properly cite AI sources will result in an F on the given assignment. This punishment is designed to ensure we are using AI in a responsible, mature, ethical, and honest manner.

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.

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[1]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
[2]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
[3]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
[4]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
[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.

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

Campus Resources

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 University of Richmond. To learn more and view service schedules and appointment times, visit wlc.richmond.edu. Available services include:

Academic Skills 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 Learning
Attend one-on-one or group consultations, workshops, and other services focused on English, academic, and/or 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 assistance for research projects.

Speech and Communication
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 Learning
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.

Revised August 2024

Course Schedule

	Day	Topic	Materials
	January 15	Introduction	
Classic Writings on Leadership	January 17	What is Leadership	Bennis, introductions and "Mastering the Context" in *On Becoming a Leader* (xiii-31)
	January 22	Right or Just?	Plato, *The Republic* (12-25) "Plato's Best (and Worst) Ideas"
	January 24	Justifying the Means?	Machiavelli, *The Prince* (91-118) **OPTIONAL Leadership Musings YPA due January 26 by 11:59pm ET**
	January 29	What about Women?	Wollstonecraft, *A Vindication of the Rights of Woman* (64-88)
	January 31	How Sovereign?	Rousseau, *The Social Contract* (1-33)
Leadership Theories	February 5	Introduction to Modern Leadership Theories	Ciulla, "The Two Cultures: The Place of Humanities Research in Leadership Studies" (433-444) Barker, "The Rethinking of Leadership" (46-54)
	February 7	Transformational Leadership	Bass and Riggio, "Introduction" in *Transformational Leadership* (1-18)
	February 12	Heroic Leadership	Allison and Goethals, "Introduction: Leadership and Heroism" in *Heroic Leadership* (1-27)
	February 14	Servant Leadership	Greenleaf, "Who is the Servant Leader?" (19-27) Blanchard, "What is Servant Leadership" in *Servant Leadership in Action* (18-24) **YPA due February 16 by 11:59pm ET**

	February 19	Othered Leadership	Thomas, "Leading as the 'Other'" (402-406) Muhr and Sullivan, "'None So Queer as Folk': Gendered Expectations and Transgressive Bodies in Leadership" (416-435)
	February 21	Radical Leadership Frameworks	Rosile et al., "Ensemble Leadership Theory: Collectivist, Relational, and Heterarchical Roots from Indigenous Contexts" (307-328)
	Historical Leadership: Good or Bad		
Early Republic	February 26	Founding Fathers	Morgan, "George Washington and the Problem of Slavery" (279-301) Excerpt from Henry Wieneck's *An Imperfect God* (3:24)
	February 28	Founding Mothers	Abrams, "Prologue" and "Introduction" in *First Ladies of the Republic* (1-44)
War	March 5	Tecumseh and Tenskwatawa	Edmunds, "Preface," "Chapter One," and "Chapter Two" in *The Shawnee Prophet* (ix-xi, 3-6, 28-41)
	March 7	**No Class** Abraham Lincoln and Jefferson Davis	Johnson, "Jefferson Davis and Abraham Lincoln as War Presidents" in *On Lincoln* (135-150) Downs, "Introduction" in *Sick from Freedom* (3-17) "Jefferson Davis—Abraham Lincoln" in *The New York Times*, February 15, 1865 **YPA due March 9 by 11:59pm ET**
	March 12	Spring Break	
	March 14		
Progressive Era	March 19	Remembering Progressive Men	Kuhl, "From Discipline to Model: Sterilization in Germany and the United States" in *The Nazi Connection* (37-52) Divitiis, "Profile of a Dictator. Could Hitler's Political Decisions Have Been Influenced by His State of Health?" (1550-1552)
	March 21	Remembering Progressive Women	Knight, "Changing My Mind: An Encounter with Jane Addams" (97-102) Sanger, "Eugenics, Race, and Margaret Sanger Revisited: Reproductive Freedom for All?" (210-217)

Civil Rights Era	March 26	Civil Rights Leaders	Barnett, "Invisible Southern Black Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class" (162-182) "An Unsung Hero of the Civil Rights Movement" "The Hidden Life of Rosa Parks"
	March 28	Rainbow Coalition	Fernandez, "Introduction" in *The Young Lords: A Radical History* (1-12) Krzywy, "Chicago's White Appalachian Poor and the Rise of the Young Patriots Organization" (364-388) **YPA due March 30 by 11:59pm ET**
1980s	April 2	New Age Cults (Exam Prep)	Tourish, "Leadership, Group Suicide and Mass Murder" in *The Dark Side of Transformational Leadership* (157-176) *Wild Wild Country* (Netflix, episode 1) Optional: Urban, "Rajneeshpuram Was More than a Utopia in the Desert. It Was a Mirror of the Time" in *Humanities*
	April 4	**No Class** Marsha P. Johnson and Ronald Reagan (Study for Exam)	Raphael, "Introduction" in *The President Electric* (1-15) Skinner, "Governing During a Time of Crisis" in *When Life Strikes the President* (1-6) "On Drugs, Nancy Reagan Just Said 'No.' On AIDS, She Said Nothing" in *The Washington Post* Marsha P. Johnson's Obituary in *The New York Times* (access via UR subscription)
	April 9	Multiple-Choice Exam	
	April 11	Student-Selected Content	

Contemporary Debates	April 16	Leaders and Monuments	Williams, "<u>The Crumbling Monuments of the Age of Marble</u>" in *The Atlantic* *Voices on Monument Avenue Reader* (1-27)
	April 18	Are Celebrities and Influencers Leaders?	Van Krieken, "Introduction" in *Celebrity Society* (1-25) Tolentino, "<u>How TikTok Holds Our Attention</u>" in *The New Yorker* (1-15) **YPA due April 20 by 11:59pm ET**
	April 23	Leadership Crises?	Tourish, "Why the Dark Side? Why Now?" in *The Dark Side of Transformational Leadership* (3-18)
	April 25	Final Reflection & Course Evaluations	**REVISED Leadership Musings YPA due April 25 by 11:59pm ET**