

Historical Foundations of Leadership

LDST 101 | Fall 2026

Happiness Reimagined: Virtue, Meaning, and the Greater Good

Class Meetings: Jepson Hall 107

M/W | 10:30-11:45am

Instructor: Dr. Lauren Henley (she/her)

Office Hours: Calendly appointment

Contact: lhenley@richmond.edu



Course Description

Leadership, both in practice and as a field of study, is deeply historical. This semester, we will focus on twentieth-century American social movements to examine the intersection of leadership, followership, and ideology. We will examine how people, organizations, and ideas came to dominate a variety of social movements, and we will ponder how these movements have shaped American society into the twenty-first century. Woven in our investigation will be questions of existential importance: Why do we hold the values we do? Do our actions align with the beliefs we hold? To what extent is happiness achievable for all? Who or what defines the greater good?



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

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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)

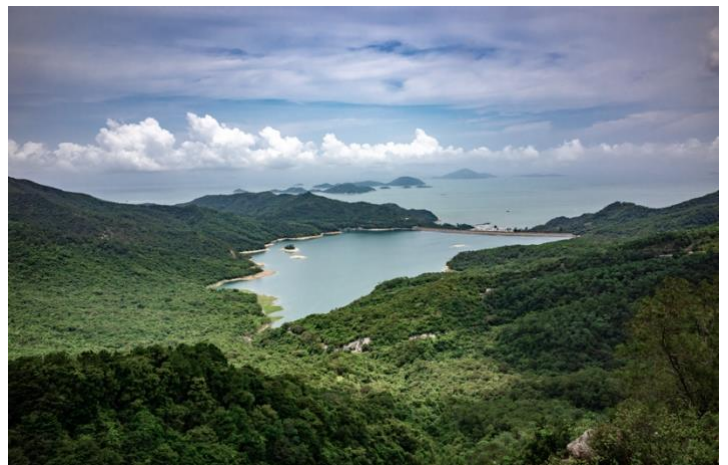
Historical studies examine events and actors of the recent or distant past within the context of the ideas, institutions, social norms, cultural practices, and physical environments out of which they arose. Courses with a historical perspective enable us to understand the values and institutions of disparate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

Higher Education

Higher education is at an inflection point. Artificial intelligence pervades college assignments, attention spans are decreasing with alarming speed, and literacy appears to be in freefall. At the same time, college students are arriving on our campuses with increased emotional intelligence, access to unfathomable amounts of information, and a sobering awareness that their futures will look very different than those of the previous generation. Given the disorientation of the current moment, my goals for our class are modest: to have us engage deeply with a sustained argument all semester and to give you the space to write confidently with your own voice.

Strategy

We are reading one book this semester. I care that you learn how to read a scholarly book, rather than skim through a handful of articles. We are embracing depth over breadth this term.

Contract

Think of this syllabus as a contract: do your part and I will do mine. My expectations for you are clearly outlined.



Time Management

When it's time to work, work hard. We have 75 minutes together each class period, and most of you will be in class for less than 12 hours over the entire week. This means you have a phenomenal amount of autonomy over how you spend your non-class time. Use it wisely; use it memorably.

Because I expect you to work hard in class, I also expect you to pursue downtime just as hard. I do not view hustle culture as a positive, and I do not want you sacrificing your overall wellbeing for this class (or any other class). Fall and Thanksgiving break are breaks—we do not have any work due then, and, barring an emergency, I do not expect to hear from you then. Rest.

To that end, college is a life-changing experience; being a professor is a job (and a rewarding one at that). I am here for you, but I am not available 24/7 (see more below). I respect your non-class time—respect mine too.

Course Requirements

Grading

This class is graded out of 1000 points. Points are earned by fulfilling course requirements. Final grades are differentiated in 5% intervals; you must reach the threshold to earn the grade (for example, 900-949.999 points is an A-).

All necessary assignment rubrics are posted on Canvas. You are strongly encouraged to consult these rubrics in advance to familiarize yourself with what is being assessed.

Grade Scale

1000: A+
 950-999.999: A
 900-949.999: A-
 850-899.999: B+
 800-849.999: B
 750-799.999: B-
 700-749.999: C+
 650-699.999: C
 600-649.999: C-
 550-599.999: D+
 500-549.999: D
 450-499.999: D-

Points Breakdown

50 points: Engagement
 350 points: Key Competencies
 280 points: Chapter Analyses
 140 points: Primary Source Analysis
 40 points: Reflective Letter
 70 points: Reflective Letter Response
 30 points: Midsemester Reflection
 40 points: Final Reflection



Technology Policy

Unless you have talked with Dr. Henley about a Disability Accommodation Notice (DAN) exception, use of laptops, tablets, cellphones, and any additional technology is prohibited during most class periods. Laptops can be used to write chapter analyses (see below for details).



Materials

- Linda Gordon's *Seven Social Movements that Changed America* (2025)
- Andrew Delbanco's *The War Before the War: Fugitive Slaves and the Struggle for America's Soul from the Revolution to the Civil War** (2018)
 * Provided to you by the Jepson School
- Somewhere to take handwritten notes (not electronic)

Engagement

For 24 class periods, you can earn up to two engagement points per day. One point is earned for showing up to class on time and staying for the entire period. One point is earned for actively participating. Earning engagement points starts the second week of class. You cannot make up engagement points.

Active Participation

Active participation can take two formats, but both options require you to convey your thoughts externally. You can:

1. Engage in a verbal exchange (i.e., ask a question, voice an informed opinion, provide commentary, challenge a peer, etc.)
2. Write down questions/comments to be turned in at the end of class
 - a. Include your full name to receive credit

Key Competencies

350 points (22 x 15 points + 2 x 10 points)



Key competencies are timed content comprehension checks comprised of 15 multiple-choice or fill-in-the-blank questions based on the day's reading. They are open note and open book. They are 15 minutes and must be taken using the lockdown browser on Canvas. We will have two key competencies worth 10 points each. Two practice key competencies will be available to you for the readings assigned for August 26 if you want to see what's expected. Graded key competencies start with the reading assigned for August 31.

Key competencies can be retaken up to four times, or until you have earned a 15/15, whichever comes first. Points will be calculated as the average of your attempts (either up to five tries or when you first earn 15/15).

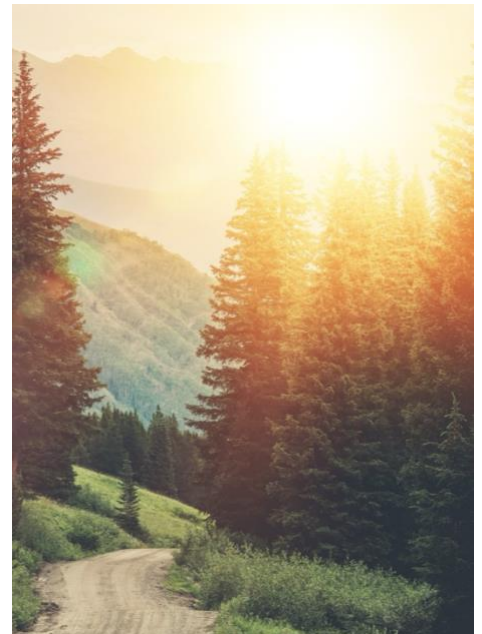
Key competencies must be completed before the start of class, including any additional attempts. Key competencies cannot be submitted late.

Chapter Analyses

280 points (7 x 40 points)

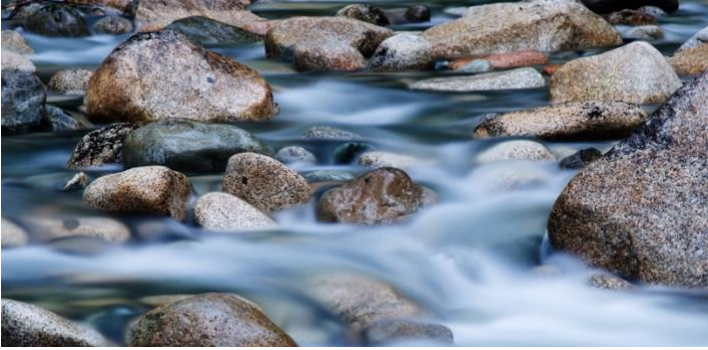
Chapter analyses are in-class writing exercises based on our class book (Gordon's *Seven Social Movements*). We will complete one chapter analysis per content-based chapter, for a total of seven. Chapter analyses are open note and open book. They will include two primary sources for you to select from in crafting your response to a specific prompt. Chapter analyses will be typed in Canvas using a lockdown browser.

During the class periods in which we complete chapter analyses, we will spend the first 20 minutes of class prepping for the assignment. Chapter analyses have been designed to be completed in 30 minutes but are allocated for 45 minutes in class. This approach, known as universal design for learning (UDL), helps support a more equitable learning environment for all. Once you have started writing your chapter analysis, you cannot leave the classroom until you have submitted the assignment.



Primary Source Analysis

140 points | December 2



Our primary source analysis is an in-class writing exercise that asks you to use historical thinking to theorize about the future. This is an open-note and open-book assignment that is designed for you to showcase your understanding of our assigned reading over the whole semester and apply it to a scenario you know well: today's society. Additional details will be provided in mid-November.

Reflective Letter & Response

40 points | August 26 & 70 points | December 7

In the course of a single semester, you will grow a lot as a person. This assignment is designed to capture that growth in a low-stakes manner and, importantly, allow you to reflect on that change. On the second day of class, you will write a letter to your future self. You will receive the prompt for the letter on that day.

On our last day of class, you will receive the letter you wrote in August and be tasked with responding to it. You will receive the prompt for the response on that day. This assignment is designed to help you think intentionally about how you understand the growth you've experienced, the values you hold, the priorities you privilege, and more.

Midsemester & Final Reflections

30 points | October 8 & 40 points | December 10

Right before fall break, you will be asked to provide honest feedback about how our class is going so far. This reflection will give you a chance to think critically about what things are working for you and what things deserve adjustment, and it also allows me to make reasonable tweaks that better support our collective learning. There are no right or wrong answers; rather, a good-faith effort to engage with the questions is what's expected.

Midsemester reflections are due on October 8 by midnight. Late submissions earn a 10% reduction in points per 24 hours they are late.

Rather than a final exam, we have a final reflection. This reflection is longer than the midsemester one as it considers our journey over the entire term, but the kinds of questions are similar.

Final reflections are due on Canvas on December 10 by 12:00pm. This time represents the end of our exam block and therefore, a firm deadline. Late submissions earn a 10% reduction in points per 24 hours they are late. Final reflections will not be accepted after December 17.

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 important with respect to individuals and topics dealing with 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. If your pronouns and/or name change during the semester, please let me know so that I can address you as you desire.



Communication Policy

If you have questions that are not answered in the syllabus or on Canvas, you are encouraged to reach out to me to seek clarification. If the answer can be found in the syllabus or on Canvas, 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 Friday 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).

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.

Weinstein Learning Center

The Center integrates, amplifies, and co-locates Speech Studio, Writing Studio, Quantitative and Programming Support, Content Tutoring, Academic Coaching, English Language and Culture, and Technology Studio services. The WLC aims to provide next-level academic support, transforming our students' development in integrated and innovative ways and complementing our robust curricular and co-curricular offerings.

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 [Hub for Student Inclusion and Community](#) 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.

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 *hevru*. *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 approved for academic accommodations must complete the following steps to implement their accommodations in each class:

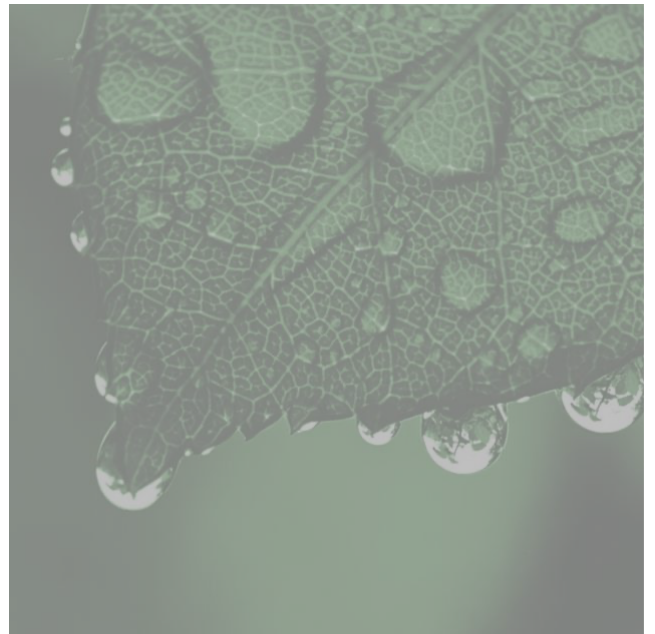
- 1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: sl.richmond.edu/be.
- 2) Request a meeting with each professor to create an accommodation implementation plan. Disability Services is available to assist,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

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. 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.

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

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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

Work with a professional or peer coach to boost executive functioning. Refine skills such as time management, organization, study strategies, note-taking, and test preparation.

Content Tutoring

Connect with peer tutors who provide tailored support in a variety of courses within the School of Arts & Sciences, Robins School of Business, and Jepson School of Leadership Studies.

English Language and Intercultural Learning

Meet with a professional or peer educator for one-on-one or group consultations, workshops, and other services focused on English, academic, and/or intercultural skills.

Quantitative and Programming Support

Enhance your quantitative and programming abilities by learning more about programming languages, data visualization, and statistical analysis for research projects.

Speech Studio

Prepare and practice for academic presentations, interviews, and other speaking projects with experienced peer consultants. Learn practical strategies for engaging your audience, focusing your ideas, and getting your message heard.

Technology Studio

Visit our Technology Studio for the tools and support you need to create multimedia projects. We offer consultations and access to creative software, video and audio recording tools, 3D and poster printing, VR, and camera equipment checkout.

Writing Studio

Collaborate with peer consultants who can offer feedback on written work and suggest prewriting, drafting, and revision strategies. Student writers at all levels of experience and across all majors can attend.

Revised August 2026

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

Course Schedule

Day	Theme	Materials
August 24	Syllabus Day	☐ Engagement points earned automatically
August 26	Letter Writing	☐ Read Andrews and Burke, "What Does It Mean to Think Historically?" in <i>Perspectives on History</i> ☐ Read Horowitz, "The Elite College Students Who Can't Read Books," in <i>The Atlantic</i> ☐ Complete practice key competencies before the start of class
August 31	Social Movements in Conflict	☐ Read Delbanco, "Introduction" (1-14) ☐ Complete key competency #1 before the start of class ☐ Engagement points earned in class
September 2		☐ Read Delbanco "'And the War Came'" (369-385) ☐ Complete key competency #2 before the start of class ☐ Engagement points earned in class
September 7	Leadership and Social Movements	☐ Read Gordon, "Introduction" (1-10) ☐ Complete key competency #3 before the start of class ☐ Engagement points earned in class
September 9	Settlement Houses	☐ Read Gordon, "Creating Free Spaces: The Settlement House Movement and Two Janes" (11-35) ☐ Complete key competency #4 before the start of class ☐ Engagement points earned in class
September 14		☐ Read Gordon, "Creating Free Spaces: The Settlement House Movement and Two Janes" (35-61) ☐ Complete key competency #5 before the start of class ☐ Engagement points earned in class
September 16		☐ Read Gordon, "Creating Free Spaces: The Settlement House Movement and Two Janes" (61-74) ☐ Complete key competency #6 before the start of class ☐ Engagement points earned in class ☐ Chapter analysis #1 completed in class
September 21	Ku Klux Klan and Fascism	☐ Read Gordon, "From Ku Klux Klan to American Fascists, 1920s-1930s" (75-95) ☐ Complete key competency #7 before the start of class ☐ Engagement points earned in class
September 23		☐ Read Gordon, "From Ku Klux Klan to American Fascists, 1920s-1930s" (95-112) ☐ Complete key competency #8 before the start of class ☐ Engagement points earned in class
September 28		☐ Read Gordon, "From Ku Klux Klan to American Fascists, 1920s-1930s" (112-134) ☐ Complete key competency #9 before the start of class ☐ Engagement points earned in class ☐ Chapter analysis #2 completed in class

September 30	Old-Age Pensions	☐ Read Gordon, "Trustees of the Nation: The Campaign for Old-Age Pensions" (135-150) ☐ Complete key competency #10 before the start of class ☐ Engagement points earned in class
October 5		☐ Read Gordon, "Trustees of the Nation: The Campaign for Old-Age Pensions" (150-162) ☐ Complete key competency #11 before the start of class ☐ Engagement points earned in class
October 7		☐ Read Gordon, "Trustees of the Nation: The Campaign for Old-Age Pensions" (162-177) ☐ Complete key competency #12 before the start of class ☐ Engagement points earned in class ☐ Chapter analysis #3 completed in class ☐ Complete midsemester reflection by October 8 by 11:59pm
October 12	Fall Break	
October 14	The Unemployed Movement	☐ Read Gordon, "Shareholders in Relief: The Unemployed Movement in the 1930s" (178-199) ☐ Complete key competency #13 before the start of class ☐ Engagement points earned in class
October 19		☐ Read Gordon, "Shareholders in Relief: The Unemployed Movement in the 1930s" (199-215) ☐ Complete key competency #14 before the start of class ☐ Engagement points earned in class
October 21		☐ Read Gordon, "Shareholders in Relief: The Unemployed Movement in the 1930s" (215-229) ☐ Complete key competency #15 before the start of class ☐ Engagement points earned in class ☐ Chapter analysis #4 completed in class
October 26	Civil Rights Organizing	☐ Read Gordon, "Leadership and Followership: The Montgomery Bus Boycott, 1955-1956" (230-251) ☐ Complete key competency #16 before the start of class ☐ Engagement points earned in class
October 28		☐ Read Gordon, "Leadership and Followership: The Montgomery Bus Boycott, 1955-1956" (251-269) ☐ Complete key competency #17 before the start of class ☐ Engagement points earned in class
November 2		☐ Read Gordon, "Leadership and Followership: The Montgomery Bus Boycott, 1955-1956" (269-282) ☐ Complete key competency #18 before the start of class ☐ Engagement points earned in class ☐ Chapter analysis #5 completed in class

November 4	Agricultural Unions	☐ Read Gordon, "Leadership and Followership Continued: The United Farm Workers Union" (283-306) ☐ Complete key competency #19 before the start of class ☐ Engagement points earned in class
November 9		☐ Read Gordon, "Leadership and Followership Continued: The United Farm Workers Union" (306-325) ☐ Complete key competency #20 before the start of class ☐ Engagement points earned in class
November 11		☐ Read Gordon, "Leadership and Followership Continued: The United Farm Workers Union" (325-338) ☐ Complete key competency #21 before the start of class ☐ Engagement points earned in class ☐ Chapter analysis #6 completed in class
November 16	Feminism and Intersectionality	☐ Read Gordon, "Consciousness-Raising as Activism: Intersectionality in Practice" (339-369) ☐ Complete key competency #22 before the start of class ☐ Engagement points earned in class
November 18		☐ Read Gordon, "Consciousness-Raising as Activism: Intersectionality in Practice" (369-398) ☐ Complete key competency #23 before the start of class ☐ Engagement points earned in class ☐ Chapter analysis #7 completed in class
November 23	Thanksgiving Break	
November 25		
November 30	UR's Social Movement	☐ Read Gordon, "Epilogue: The Genuis and Mystery of Social Movements" (399-402) ☐ Complete key competency #24 before the start of class ☐ Engagement points earned in class
December 2	Primary Source Analysis	
December 7	Letter Response	
December 10	Exam Block	☐ Final reflection due on Canvas by 12:00pm