

LEADERSHIP AND THE HUMANITIES: ENDEAVOR EDITION
LDST 101-04: FALL 2023
TUES./THURS. 1:30-2:45 JPSN 107

For some are of opinion that the rule of a master is a science, and that the management of a household, and the mastership of slaves, and the political and royal rule, as I was saying at the outset, are all the same. --Aristotle

This statement acknowledges the traditional, ancestral, unceded territory of the Pamunkey nation on which we will be learning and working throughout our time at the University of Richmond. It is important to acknowledge this land because of a legacy of silence and exploitation of indigenous peoples on the part of the United States and US Institutions, and it is our responsibility to help mitigate that history here and around the world where indigenous peoples are oppressed.

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(Appointments may be in-person or via Zoom.)

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COURSE DESCRIPTION

Leadership, like science, abhors a vacuum. Leadership is a phenomenon of society, a part of the interactive processes that defines the way we think of ourselves as members of political, religious, economic, social, educational, and interpersonal communities. We, as members of the human social group, are fascinated by our leaders – we worship some, deride others, and represent many in popular media. We spend countless dollars and hours examining leaders both historical and fictional, some of whom we laud as paragons and others we deride as villains.

In this course, we will be using Reacting to the Past Games in order to explore we both leaders and contexts of leadership that have arisen and been created throughout specifically American history. We will examine some of the formative events of our society in this country, paying attention not only to the central figures of leadership, but to the silenced and invisible leaders and

followers without whom we would probably not exist. It is the purpose of this class to teach the study of leadership and followership through the methodologies of the humanities, placing leadership within its larger historical, social, and cultural contexts.

Content Warning: Many of the materials for this course discuss traumatic events: abuse, violence, sexual assault, racism, homophobia, sexism, religious discrimination, etc. Some works are historically dated and may contain offensive material. If you are concerned about course materials, please feel free to contact Dr. Bezio via email or Slack (or make an appointment).

COURSE OBJECTIVES

In this course, students will learn the following skills:

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

REQUIRED TECHNOLOGY

Slack (please use UR email to sign up; Slack is free to use)

https://join.slack.com/t/ldst101102endeavor/shared_invite/zt-20k45962a-uJho9YKUAqHPSHF87RIMQQ

REQUIRED TEXTS

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

Red Clay, 1835 (Norton, Reacting to the Past)

Additional readings will be provided on Canvas, in class, or through Perusall

All students will also be required to view the following films:

1776 (1972), dir. Peter H. Hunt *No Dinosaurs in Heaven* (2010) dir. Greta Schiller

Both are available streaming online through UR libraries (links on Canvas).

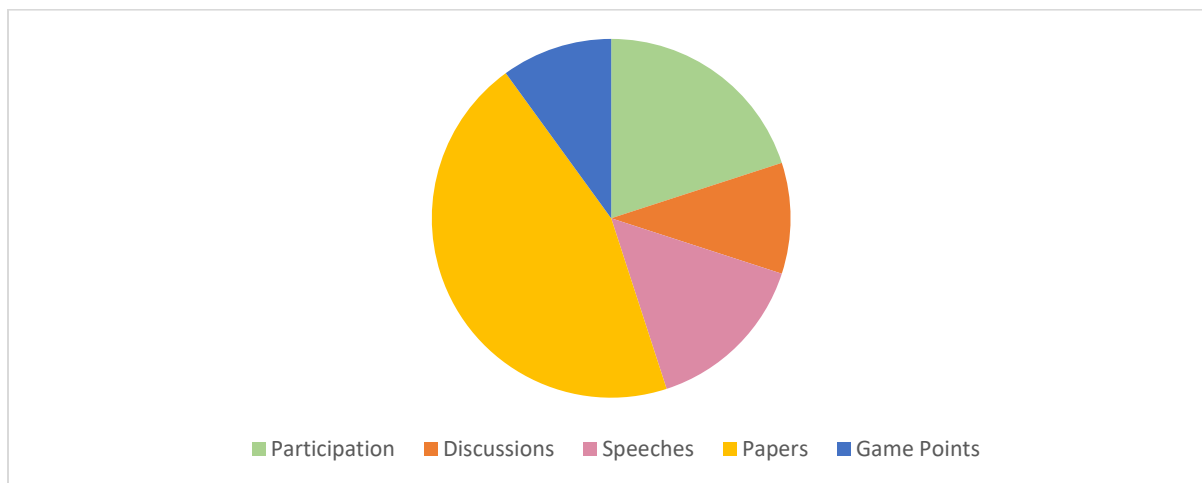
ACCESSIBILITY

Students who need to use screen readers can request Word versions of all assignments (and the syllabus/course schedule) from Dr. Bezio. Students who need transcripts for audio files (podcasts) can request transcripts from Dr. Bezio. Students who record lectures *may not* distribute them or post them (per UR policy). Any students who have assignment accommodations should send their DANs to Dr. Bezio as soon as possible. **There are no exams in this course, so there is no need for exam-related accommodations.**

Students who are concerned that they may *need* accommodations (either temporary or long-term) and do not have them are encouraged to contact Student Disability Services (contact information at the end of the syllabus packet, on page 7 and page 9).

COURSE REQUIREMENTS

Class Participation	20%	Reading Response Discussions	10%
Revolution Speeches	5%	Revolution Paper	10%
Hermitage Posts	5%	Red Clay Paper	10%
Kansas Speeches	5%	Kansas Paper	10%
Reacting Game Points	10%	Final Reflective Paper	15%



Class Participation (20%)

All students are expected to attend classes regularly (health and other factors considering) and to contribute to non-game class discussions. Frequent absences will impact a student's ability to participate in discussion, but attendance is not a part of the grade. Because Reacting Games are *all* about participation, students will need to be active participants during class, although some of that will happen in factions (small group discussions) and some during whole-class debates.

Students may also participate on Slack, in the following ways:

- In private or public Reacting-linked channels (such as #revolution-reacting-open-discussion) having to do with the current game. Dr. Bezio will make private chat rooms for factions by request. Material in these threads is pertinent to the Games.
- In the #class-participation Slack thread. This thread is for "non-character" discussions about readings, class debates, and other related discussions.
- Students *may* also send reactions or responses to readings of 300+ words directly to Dr. Bezio through a Slack private message as themselves (not their characters).

Note: Participation posts about a topic are only available for up to 24 hours after the last classtime in which that topic was relevant (but can be posted anytime *before* classtime on the subject for that day).

Reading Response Discussions (10%)

Students can gain RR Discussions points in three ways.

1. Participating in discussion threads and commenting on readings posted to Perusall.
2. Posting in and responding to Discussions threads on Canvas.
3. Posting in and responding to #discussions threads on Slack.

Responses will not be graded on style or organization, only content. Students receive points for each substantive (in terms of content, not necessarily word count) comment *or question* on Perusall, in Canvas Discussions, or in #discussions on Slack. Each day that there are readings that *are not in the Reacting Game Books*, students can earn *up to 9 points per day* (capped at 100 total) by posting in any or all of the Discussions options. Discussions posts and comments must be made *by classtime*. Discussions posts can call back to earlier materials or discussions, connect materials to outside events or thoughts, etc.

Please note: this is a separate assignment and does *not* count toward participation.

“Speeches” (15% total)

Each game (Revolution, Red Clay, Chicago) will require one short “speech” or post from each character that should be shared via the #X-reacting-open thread for that game on Slack. Each speech post has its own specific requirements listed on the Course Schedule.

Papers (45% total)

There will be four total papers this semester, one per Reacting Game, and a final paper. Each paper should articulate the *character’s* position on the most important issue in the game and then compare/contrast (as appropriate) with the *student’s* position on those same issues. Papers should draw from the Reacting and class readings for each game and may include outside sources, as well. The Final Reflective Paper will compare the students’ roles across all three games (the Final Reflective Paper will be due *instead* of a final exam).

All students will receive a 24 hour extension they can cash in on any written paper assignment. For every 24 hours a student turns in a major paper *early*, they can earn an additional 24 hours for a later assignment. (Note: No papers can be accepted after December 15th at the end of the semester due to grading deadlines.)

Each paper has its own specific requirements, listed on Canvas. These are formal papers to be turned in **as .docx files on Canvas**. Papers will be graded on content, evidence, organization, and language (including grammar). Students who wish additional help with papers are encouraged to see the Writing Center and/or Dr. Bezio.

Reacting Game Points (10%)

Each Reacting Game will involve votes, events, and other occurrences that will result in “wins” and “losses” for both individual characters and factions. Wins will accrue points, with point totals going toward students’ grades.



GRADE SCALE

The points in this course are distributed to allow for a 5% scale between each letter grade (although students can expect letter grades to be awarded for similar quality work in other Jepson courses). The course as a whole is graded out of 1,000 points.

A+	1000
A	950
A-	900
B+	850
B	800
B-	750
C+	700
C	650
C-	600
D+	550
D	500
D-	450

Grades will not be “rounded.” Students must reach the threshold for each grade in order to earn that grade (an A falls between 950 and 999.999, for instance). Some assignments will be graded with partial points. Grades for individual assignments can be determined by dividing by the total number of points for the assignment, with 5% between each grade (an A is 95% to 99.999%, an A- 90% to 94.999%, etc.).

Grades (and comments when appropriate) will be made available to students on Canvas when the assignment has been graded for the whole class (both sections). Feedback (when appropriate) will be provided via pdf attachments for papers. Response post and participation grades will be updated at the end of the semester on Canvas, but students may inquire with Dr. Bezio to find out where they stand at any point in the semester.

CLASSROOM POLICIES

Students are expected to be attentive to and respectful of the professor and the ideas of their peers. This includes doing one’s best to be on time to class and respecting individuals’ boundaries in terms of masking, distance, etc.

Laptops and tablets are permitted in class for the purposes of facilitating discussion and taking notes, including the use of Slack as appropriate. Students should *not* be using laptops to surf the internet or use social media. Please make sure all cell phones are silenced or turned off. Students will not be allowed to answer their phones during classtime.

Chats through Slack will remain available to students throughout the semester for repeated reference.

All course-related materials—syllabi, assignment sheets, lectures, podcasts—are not for distribution or reproduction. Students should not share these materials online or offline without the specific permission of the instructor, *including with AI software or CourseHero-type websites.* Doing so is a violation of the Honor Code and UR Policy.

Because we will be using online materials, students shall not:

- Disclose, share, trade, or sell class materials (including papers, podcasts, PowerPoint slides, etc.) with/to any other person, organization, business, or institution (including AI); and/or
- Post/store these materials in a location accessible by anyone other than the student, including but not limited to social media accounts.

Students must also comply with any instructions or directions from their faculty regarding the use of such materials. Failure to abide by this policy will be a violation of the Standards of Student Conduct; such issues will be sent to the appropriate University Conduct Officer.

All written work is expected on time (barring significant contingencies or accommodations, which need to be discussed with Dr. Bezio). Late papers and assignments will be penalized up to a full grade step for each 24 hours they are late (A to A-). Technical problems (computer or email) are not an acceptable excuse for lateness: back up files on Google Drive, Box, Dropbox, and/or an external jump drive, and save often. **Students are responsible for knowing how to turn in files on Canvas and must turn in all files as .doc or .docx files** (.pages, .pdf, and links to Google Docs are not acceptable formats for assignments).

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 *or assisted* by AI, or is otherwise not the original work of the student for the specific assignment (without explicit permission). The use of any of the above without explicit permission is a violation of the University Honor Code and will be treated as such.

Emergencies

If emergency circumstances inhibit a student from attending class or completing an assignment, the professor should be notified as soon as possible (preferably before class or the due date of the assignment). Extensions and make-ups are given at the discretion of the professor. Exams cannot be made up except under the most extenuating of circumstances. Students needing accommodations should speak to the professor.

During the pandemic, students are expected to make safe, healthy decisions on behalf of themselves and their classmates. Students are **strongly encouraged** to contact Dr. Bezio if they are experiencing symptoms of illness (COVID or otherwise) if they wish to discuss missed materials or have questions once they are recovered. Students experiencing symptoms of COVID or who have a positive test result **should not come to class** and should immediately contact their respective dean (Richmond or Westhampton) and student health.

COVID-19 POLICIES (UR) (SORRY, COVID IS STILL NOT ACTUALLY GONE YET)

We are facing a challenging situation in which all of us are called on to make a good faith effort to be flexible and to make decisions in the best interest of the community, including staying home when sick. Students who are sick should not attend class, will not be required to provide formal documentation from a health care provider, and will not be penalized for absences. However, students must:

- Notify instructors in advance of the absence if possible.
- Contact the Student Health Center if sick.
- Keep up with classwork if they are able to do so.
- Submit assignments digitally on time whenever possible.
- Work with their instructors to try to reschedule any missed assignments.
- Stay in close communication with their instructors.

This attendance policy puts everyone on their honor. It requires that faculty and instructors trust the word of their students when they say they are ill, and it requires that students report the reason for their absence truthfully. Falsely reporting a reason for an absence is an honor code violation.

FOR STUDENTS STRUGGLING TO COMPLETE WORK...

If you have trouble getting your assignments in on time, starting your assignments at a reasonable hour, or focusing while doing your work OR if you are currently experiencing an illness or injury (or the aftereffects of one), you may want to seek support from *both* the Academic Skills Center **and** Student Disability Services, and talk to Dr. Bezio.

There are a *lot* of people with invisible, undiagnosed, and underdiagnosed temporary and permanent disabilities in the United States, particularly students from lower income households, communities of color, and blue collar backgrounds. Disabilities, in this context, include neurodiversity that might cause a student's brain to work in a pattern that doesn't mesh well with "traditional" higher education models; a physical impairment (like migraines) that occasionally causes challenges completing assignments; a mental illness (like anxiety or depression); or another condition that isn't *explicitly* classified as a "learning disability" or a "visible disability." Disabilities might also include long COVID, a concussion, a broken arm, or a number of other conditions that are temporary, but require support for a few weeks or a few months.



If you think—based on the above descriptions—that you might qualify for support from Disability Services, please contact them ASAP, even if you've never felt you "needed" accommodations.

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 in order 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 804-662-500.

COMMON JEPSON POLICIES

Awarding of Credit

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

registrar.richmond.edu/services/policies/academic-credit.html

Honor System

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”

studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Religious Observance

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

registrar.richmond.edu/planning/religiousobs.html

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 do so, the following resources are available to support our students: Spiders Against Bias (an anonymous peer to peer support network that aids microaggression and bias incident survivors in connecting to different resources) and the Bias Resource Team.⁵ Additionally, this semester students are leading a series of workshops, ***Not So Slight: Combating mAcroaggressions***, for students to learn how to recognize microaggressions and how to have meaningful conversations around difficult topics in an aggression-free environment.

With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

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://commonground.richmond.edu/contact/bias-incidents/index.html>

STUDENT RESOURCES

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

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

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

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

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

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

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

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

LDST 101-04 COURSE SCHEDULE, FALL 2023

Tuesday, August 29

Welcome to Leadership and the Humanities

Introduction to Reacting Games

Thursday, August 31

Humanities & Society

Listen: Leadership and the Humanities (L&H) Podcast, Episode 1

Read: Boyer, *Minds Make Societies*, “Human Societies Through the Lens of Nature” (Perusall)

Bartel, “Why the Humanities are Necessary to Public Policy and How” (Perusall)

Discussions posts/comments!: In Canvas Discussions, #discussions on Slack, or Perusall.

Post (200+ words)=3 points

Comment/question (at least 2 sentences)=1 point

Perusall comments/questions (at least 2 sentences)=1 point

Tuesday, September 5

Leadership & Conflict

Listen: L&H Podcast, Ep. 2

Read: Bass, “Meaning of Leadership” (article on Perusall)

Bass, “Concepts of Leadership” (Perusall)

Boyer, *MMS*, “What is the Root of Group Conflict?” (Perusall)

To do: Assign factions (in class)

Before next class, select your characters!

Discussions Posts & Comments!

Thursday, September 7

Revolution, Context Session 1 (1)

Read: *Revolution* Game Book pp. 1-61

To do: Distribute character packets (in class)

Characters begin work on first speeches (300-1000 words) having to do with your character goals—personal, faction, etc.

Saturday, September 9—FIELD TRIP!!!!!!

Drs. Bezio & von Rueden (who will teach your LDST 102 in the spring) will be driving us all in vans down to Colonial Williamsburg! Specific times TBD, but we’ll be leaving in the morning and planning to get back early evening (although if we get hungry, we might stop for dinner). This is an Endeavor Trip, so we’ll cover your ticket and meals (lunch and dinner, if we’re out that late). If you’re going to want to do “extras” or buy souvenirs, bring money to cover that.

Tuesday, September 12

Revolution, Context Session 2 (2)

Listen: L&H Podcast, Ep. 3

Read: RGB pp. 62-95, 131-159

Wednesday, September 13 by noon:

Speeches (600-1000 words) posted in Slack channel #revolution-reacting-open by Livingston, McDougall, Sears, Brasher, Delancey, Philipse, and Jauncey

Thursday, September 14

Revolution, Game Session 1 (3)

Listen: L&H Podcast, Ep. 4

Read: RGB pp. 97-131

Posted speeches

To do: Rebut the argument in *one* posted speech (300+ words)—try to choose a speech that has *not* been rebutted yet

Second set of speeches due *Monday* by noon

Monday, September 18

Speeches (600-1000 words) posted in Slack channel #revolution-reacting-open-discussion by Scott, Billop, and *any remaining Patriots or Loyalists who have not posted speeches.*

Tuesday, September 19

Revolution, Game Session 2 (4)

Listen: L&H Podcast, Ep. 5

Read: Longfellow, “Paul Revere’s Ride”

Posted speeches

To do: Rebut *two* speeches (300+ words)—try to choose speeches that have *not* been rebutted yet
Third set of speeches due *tomorrow* by noon

Discussions Posts & Comments!

Wednesday, September 20

Speeches (700-1000 words) posted in Slack channel #revolution-reacting-open-discussion by Polhamus, Benedict, Deane, Hewes, Montagne, Holman, Bartlet, Collins, and *any remaining Moderate or Crowd members except for Cuyler.*

First newspaper (350-600 words) posted in Slack channel #revolution-reacting-open-discussion from Cuyler.

Thursday, September 21

Revolution, Game Session 3 (5)

Read: Zinn, “Tyranny is Tyranny” (Perusall)

Cuyler’s newspaper!

Posted speeches

To do: Rebut *two* speeches (300+ words)—try to choose speeches that have *not* been rebutted yet

Discussions Posts & Comments!

Tuesday, September 26

Revolution, Game Session 4 (6)

Read: Dunmore’s Proclamation (Slack)

King’s Proclamation (Slack)

To do: Cuyler’s second paper due *tomorrow* by noon

Wednesday, September 27

Second newspaper (350-600 words) posted in Slack channel #revolution-reacting-open-discussion from Cuyler.

Thursday, September 28

Revolution, Game Session 5 (7)

Read: Cuyler's newspaper!

RGB pp. 160-192

To do: Begin working on short position papers (compare/contrast character's viewpoint to your own, 1000-1500 words)

Tuesday, October 3

Revolution, Game Session 6 (8)

Read: Declaration of Independence (Slack)

Hutchinson's Rejoinder (Slack)

Walt, "The Myth of American Exceptionalism" (Perusall)

To do: Final votes!

Assign factions for *Red Clay* (end of class)

Come to the next class with characters selected!

Discussions Posts & Comments!

Wednesday, October 4

Short positions papers due on Canvas (.docx format) at 11.59pm

Thursday, October 5

Revolution Debrief Session (9)

Listen: L&H Podcast, Ep. 6

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

Read: Corfield, "Why History Matters" (Perusall)

To do: Do a brief write-up of your character's personal goals and how you did (or did not) accomplish them and send a Slack message to Dr. Bezio.

Distribute character packets for *Red Clay* (in class)

Get started looking through *Red Clay* materials

Discussions Posts & Comments!

Tuesday, October 10

Red Clay, Context Session (1)

Listen: L&H Podcast, Ep. 7

Read: Zinn, "As Long as Grass Grows..." (BB)

Red Clay Game Book (RCGB) pp. 1-49

Character packets

Discussions Posts & Comments!

Thursday, October 12

Red Clay, Faction Meetings Session (2)

Read: RCGB pp. 51-113

To do: All characters post speeches by *October 18th* by noon; J. Ross's *must be* a State of the Nation Address.

Wednesday, October 18

Speech posts (500-800 words) due in Slack channel #red-clay-reacting-open from *all characters*.

Thursday, October 19

Red Clay, Council Meeting Session 1 (3)

Read: RCGB pp. 113-157
Speeches

To do: Session opens with J. Ross's State of the Nation Address

Tuesday, October 24

Red Clay, Council Meeting Session 2 (4)

Read: RCGB pp. 157-218

To do: Rebuttals against five total Speech posts (300+ words)—try to choose posts that have not yet been rebutted

Thursday, October 26

Red Clay, Council Meeting Session 3 (5)

Final vote!

To do: *Counter* at least *five* rebuttals on your own posts or those of characters your character agrees with (2-3 sentences), including any on your own speeches
Positions papers (600-1000 words) comparing your character's position and your own viewpoint due next class on Canvas.

Tuesday, October 31

Red Clay, Debrief Session (6)

Listen: L&H Podcast, Ep. 8

Read: Cooper, "Native American Activism" (Perusall)

Roanhorse, "Welcome to Your Authentic Indian Experience™" (Perusall)

To do: Select characters before next class for Kansas

Discussions Posts & Comments!

Wednesday, November 1

Positions papers (in .docx format) due on Canvas by 11.59pm

Thursday, November 2

Kansas, Context Session 1 (1)

Distribute character packets

Listen: L&H Podcast Ep. 9

Read: Boyer, *MMS*, "Why Are There Religions?" (Perusall)

Discussions Posts & Comments!

Tuesday, November 7

Kansas, Context Session 2 (2)

Science Day! (“Labs”): Antibiotic Resistance and M&M Half-life

Listen: L&H Podcast, Ep. 10

Read: *Kansas* Game Packet pp. 5-70 (hard copy handed out in class)

Thursday, November 9

Kansas, Context Session 3 (3)

Read: Thiemann, *Religion in Public Life* (excerpts) (Perusall)

Kansas Game Packet pp. 71-74, 87-103, 105-107

[The Genesis Creation Story](#)

Discussions Posts & Comments!

Tuesday, November 14

Kansas, Campaign 1 (4)

Read: *Kansas* Game Packet pp. 108-135

To do: Campaign speeches (500-800 words) due in the #kansas-game-open channel on Slack from all candidates: Bacon, Yolloway, Hill, Douglass Brown, Waugh, Staver, Wyatt, Lynch, Johnson, Angell, Holt, Gamble, Holtzman.

Thursday, November 16

Kansas, Campaign 2 and Election (5)

Read: *Kansas* Game Packet pp. 136-148

To do: Campaign Endorsements (500-800 words) due from Combs, Miller, Smyth-Jones, Smith; Newspaper Report (300+ words) also due in the #kansas-game-open channel from Bellek; Political Party factions should prepare 300+ word statements on the elections (collectively) and post them to #kansas-game-open (one from each party).

Tuesday, November 21 (Yes, we have class)

Kansas, KBOE Meeting 1 (6)

Read: *Kansas* Game Packet pp. 148-164

To do: Position speeches (500-700 words) due from Bacon, Hill, Waugh, Wyatt, Johnson, Holt, Holtzman (*or their replacement characters if they were not elected*); Newspaper Report (300+ words) due from Bellek.

Tuesday, November 28

Kansas, KBOE Meeting 2 (7)

Read: *Kansas* Game Packet pp. 165-204

To do: Position speeches due from Yolloway, Douglass Brown, Staver, Lynch, Angell, Gamble (*or their replacement characters if they were not elected*) and Combs, Miller, Smyth-Jones, and Smith. Newspaper Report (300+ words) due from Bellek.

Thursday, November 30

Kansas, KBOE Meeting 3 – Final Vote (8)

To do: **Two** Rebuttals (200+ words each, choosing a position speech *not already rebutted if one is available*) due from EVERYONE EXCEPT Bellek. Newspaper Report (300+ words) due from Bellek. Party factions should prepare 300+ word statements on the elections (collectively) and post them. Any other factions (who have splintered from the Democrat/Republican parties) should also post 300+ word statements on the elections).

Tuesday, December 5

Kansas, Debrief (9)

Listen: L&H Podcast, Ep. 11

Watch: [No Dinosaurs in Heaven \(Kanopy\)](#)

Discussions Posts & Comments!

Wednesday, December 6

Positions papers (in .docx format) due on Canvas by 11.59pm

Thursday, December 7

Last Day!

Listen: L&H Podcast, Ep. 12

Read: Boyer, *MMS*, “What is Information For?” (Perusall)

Discussions Posts & Comments!

Thursday, December 14th by 5pm

Comparative Positions Paper (in .docx format) due on Canvas *instead of a final exam*. There is no exam for this course.