

**LEADERSHIP AND THE SOCIAL SCIENCES  
LDST 102 - Fall 2023**

<b>Course Time</b>	<b>Section 5</b>	<b>Section 6</b>
<b>Course Location</b>	Tuesday/Thursday 10:30-11:45 Jepson Hall 120	Tuesday/Thursday 1:30-2:45 Jepson Hall 102



**Instructor and contacts**

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[Schedule an in-person or Zoom meeting.](#)

Course website: <https://blackboard.richmond.edu>

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## **Course Description**

This course introduces the social scientific study of leadership. Relying on classic and cutting-edge research in several disciplines (social psychology, political science, economics, etc.), we will discuss how leadership works in different contexts and how we can systematically study it. We will start by discussing the phenomenon of leadership and gaining familiarity with several research techniques often used in social science in general and leadership studies in particular. Armed with that knowledge, we will explore how leaders emerge and function – and how leadership affects social outcomes that we care about, such as governance or the spread of misinformation.

## **Objectives**

The main goal of this course is to practice analyzing the relationship between the leaders and their followers through a social science lens. Ultimately, that will give you instruments to better understand a variety of human interactions you witness.

To achieve this goal, you will develop familiarity with a number of topics and concepts (such as collective action, authority and compliance, representation, etc.), and practice the skills of reading and evaluating social science research.

Equipped with this knowledge and skills, after completing the course, you will be able to (a) better understand the social world around you and ways to affect it, (b) use social science for decision-making in a particular sphere you choose, (c) learn how to do social science research if you want – already understanding the fundamental ways in which it works, or (d) decide whether you would like to study specific aspects of leadership.

## **Prerequisites**

This course does not have any prerequisites. It serves as an introduction to the topics of leadership as studied by the social sciences. We will dedicate a lot of attention to political leadership and the methods used by the social sciences to study leadership. This course can be taken before or after LDST 101.

## **Reading**

There are no required textbooks for this course. All materials will be available on the course website. You will be expected to do the assigned readings before the class meeting and be ready to discuss them.

The readings in the class schedule provided below are subject to change. I will make sure to inform you beforehand about any changes. Readings on Blackboard always reflect the most recent version of the syllabus.

## **Make decisions about this course**

I encourage you to not just actively participate but also to think how you can make this course more interesting and relevant for you. All writing assignments will give you choices and opportunities to engage with questions you find the most fascinating. Use these opportunities. Furthermore, you will see that the last three weeks are left blank (topics TBD). This is to accommodate the topics that you want to discuss more. Here are some potential suggestions to help you start thinking about that:

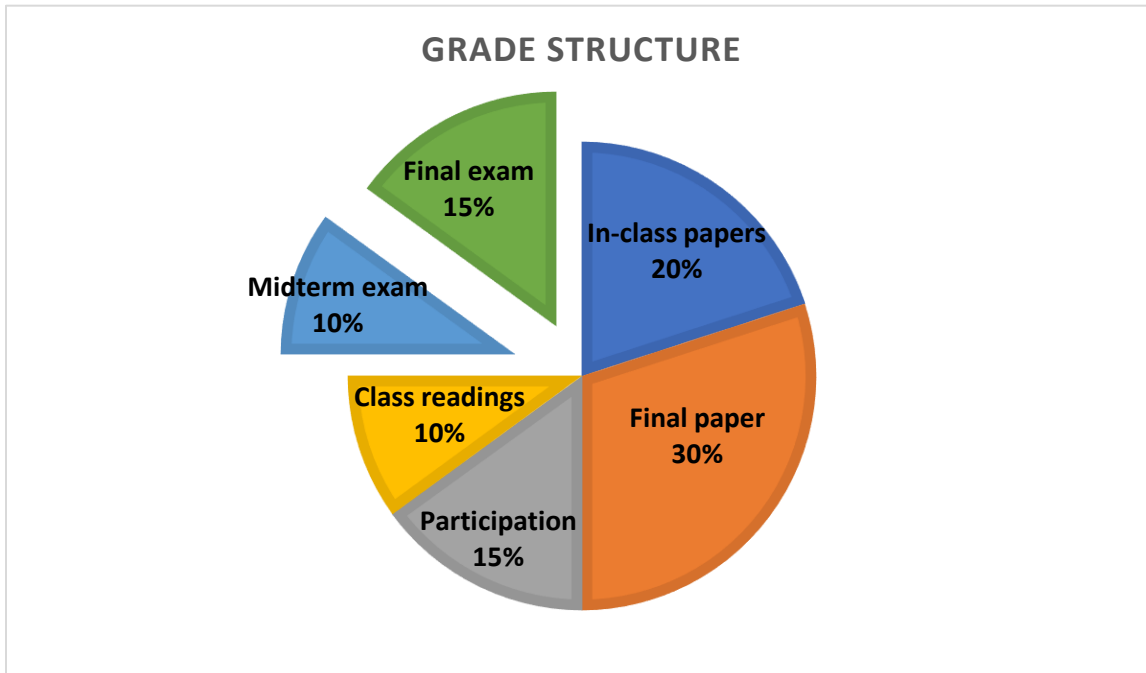
- Human agency, creativity, and generative AI (including in-class exercises and experimentation with ChatGPT) – and I am open to focusing on other aspects of this topic that particularly interest you.
- The genetics of leadership (twin studies, in utero hormone levels, etc.) – is the proclivity for leadership inherited?

What would you want to talk about? Are there specific readings that you think would be an interesting addition to the course? Is there a question about leadership that has always intrigued you? Bring it up, explain to others why it is interesting, and I will find relevant studies and facilitate the discussion. After Week 3, we will discuss your ideas in class and vote on the proposed topics.

### Grading and grade structure

Your final course grade will be calculated by adding up the points you earn for each of the assignments throughout the semester. I will use the standard scale to convert this final number into a letter grade:

A+	98-100	B+	88-89	C+	78-79	D+	68-69	F	<60
A	94-97	B	84-87	C	74-77	D	64-67		
A-	90-93	B-	80-83	C-	70-73	D-	60-63		



## Assignments

The course assignments are designed to track your progress through the course and allow you various opportunities to practice the concepts and methods we discuss in class and to engage with the topics of leadership in different contexts. All large assignments and major parts of the grade are broken down into lower-weight elements that require stable work throughout the semester but don't punish you for a bad week.

To be successful in this course, you should expect to devote at least 10-14 hours each week, including class time and time spent on course-related activities<sup>1</sup>.

### 1. *In-class writing assignments*

#### a. 10 assignments, 0.5-1 page each (10\*2 points=20 points)

The goal of these papers is to give you a chance to reflect on the week's readings and make connections between your own thoughts, lived experiences, and the in-class discussion. I will often explicitly ask you to search for connections with earlier course content. As we progress through the semester, use this chance to reflect on what you've already learned and what questions you have. The first five assignments will be designed to help you formulate the topic of your final paper. I will provide a choice of prompts for every assignment the week before, so you can have them in mind as you are engaging with the week's readings.

#### b. Format and due dates

You will write these short papers in the last 15 minutes of the class. While they are "writing assignments", occasionally I would give you the option of drawing a schematic representation of a concept or problem instead of writing about it.

We will use Blackboard to write and submit those. You will need a laptop or another device that will allow you to do that.

I will grade and return those papers to you the following class meeting. Use them when working on your final paper and preparing for exams.

#### c. Grading

To receive full 2 points for an in-class writing assignment, you need to (1) directly engage with one or more readings of the week AND one or more points raised during the in-class discussion by one of your peers, as well as (2) address the prompt question. As those are designed to help me track your understanding and progress, you won't lose points for mistakes as long as you meaningfully engage with the class material. Those will actually help me see where more clarity is needed. Grammar and style are not graded in those assignments.

### 2. *Course paper*, 8-10 pages

#### a. Description

In your course paper, you will engage with a selected topic of leadership and apply some of the concepts discussed in class to a problem you formulate. Detailed instructions for the paper will be provided in class.

#### b. Format and due dates

The paper assignment is split into three parts to make sure you pace yourself and to provide you plenty of feedback on the paper while you are working on it.

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<sup>1</sup> [registrar.richmond.edu/services/policies/academic-credit.html](http://registrar.richmond.edu/services/policies/academic-credit.html)

- Outline (due October 31): 3 points
- Bibliography (due November 14): 7 points
- Final draft (due December 1): 20 points

c. Grading

I will provide assignment sheets with detailed instructions in class. We also have a paper workshop during one of the class periods to work on your papers together.

3. *Class participation*

Class attendance and participation are very important. Given the size of the class and the nature of the topics, a lot of course content is based on your contributions in class. What you say creates your classmates' experience and contributes to everyone's learning. Every class meeting will be a mixture of a short lecture and individual and group activities. We will have hands-on methods demonstrations, group activities, and discussions. I am also available during office hours and for individual meetings. When evaluating your participation, I will pay attention to the quality of your contributions, your commitment to a respectful dialogue with your peers, as well as your engagement with the class material, including any questions you ask in class or outside the classroom, during office hours or meetings with me. In the middle of the semester, I will provide informal feedback discussing your current participation level and any suggestions I might have.

4. *Class readings*

a. Description

We will work with a variety of sources, coming from several disciplines within social sciences. Quite a lot of them will be peer-reviewed academic articles, but there will also be some popular sources. Do you disagree with a scholar's perspective? Does the argument add something to a class discussion we had three weeks ago? Do you have a counter-example for a theory? Does the metaphor used in the text make you think about something related? Share these and other observations, respond to other people's comments, suggest things to discuss in class, etc. I will use your comments to help us in class discussions – so the more effort you put into your reading and commenting, the more opportunities you create for yourself to contribute in class as well.

b. Format and due dates

We will be using Perusall to work with class readings. All readings on Blackboard will have a direct link to the Perusall website – this is how you should always access it. Perusall is a social annotation tool: you will see the readings as documents that you can comment on. I will provide guiding questions that we will use to structure in-class discussions, and I encourage you to engage with themes from those questions in your comments.

Comments on Perusall are due at 6 p.m. the day before class.

c. Grading

Working with class readings is graded on completion. If you provide at least one substantive comment/response to another person's comment in a given article, you get the full credit for this reading (0.5 points). Perusall grades all submissions automatically based on those criteria. You need to get 10 points throughout the semester for 100% on

this portion of your grade (there will be at least 28 pieces we will read – a total of 14 potential points).

5. *Midterm and final exams*

a. Description

The goal of the midterm exam is to make sure you have acquired the necessary familiarity with the concepts discussed in class readings and can explain and analyze them. The final exam will be comprehensive and cover the entire contents of the course.

b. Format and due dates

The exams will be open-book and open-notes and will consist of several substantive questions that require critical analysis of the course materials on your part.

Tip: In-class discussion will be guided by discussion questions. Exam questions will be similar to those, so exam practice is built into your weekly work.

The midterm exam is scheduled for October 12<sup>th</sup> (during the class meeting), the final exam will be held on December 11<sup>th</sup>/14<sup>th</sup> – depending on your course section.

c. Grading

Make sure you read the question attentively. The main grading criterion is how fully you address the question. The exams are open-book and open-notes and require engagement with class readings and discussions.

## Semester at a glance

Here is a quick overview of the semester ahead so you know what to expect and plan your time.

<b>Date</b>	<b>Time</b>	<b>What's due/what's happening</b>
All semester	6 pm the day before class	Comments to class readings on Perusall
October 12	During class	Midterm exam
October 19	During class	In-class paper workshop (come prepared with a topic and some ideas)
October 31	11.59 pm*	Draft outline for the final paper
November 14	11.59 pm*	Draft bibliography for the final paper
December 1	11.59 pm*	Final paper
December 11 (Section 5)	2-5 pm	Final exam
December 14 (Section 6)	2-5 pm	

\*For the class paper – all deadlines have a no-questions-asked 3-day grace period (see course policies for details).



## Weekly schedule

Class	Lecture topic(s)	Required reading
Week 1: What is leadership?		
Tuesday, August 29	Introduction. Why study leadership?	
Thursday, August 31	Leadership. Leaders and followers  <i>In-class writing assignment 1</i>	Jordan, C., & Zanna, M. (2004). <a href="#">How to Read a Journal Article in Social Psychology</a> (pp. 583-588)  Read the following article using the suggestions from the article above:  Owens, Bradley P., Angela S. Wallace, and David A. Waldman. " <a href="#">Leader narcissism and follower outcomes: The counterbalancing effect of leader humility.</a> " <i>Journal of applied psychology</i> 100, no. 4 (2015): 1203.
Weeks 2-3: Social sciences methods and studies of leadership		
Tuesday, September 5	How can we study leadership? Approaches to data collection and theory testing <i>In-class activity: survey</i>	Shamir, Boas, Hava Dayan-Horesh, and Dalya Adler. " <a href="#">Leading by biography: Towards a life-story approach to the study of leadership.</a> " <i>Leadership</i> 1, no. 1 (2005): 13-29.
Thursday, September 7	Fundamentals of survey research <i>In-class activity: lab experiment</i>	<a href="#">Most Americans favor restrictions on false information, violent content online</a> , <i>Pew Research Center</i> <a href="#">Take That Chocolate Milk Survey with a Grain of Salt</a> , <i>The Conversation</i>
Tuesday, September 12	Can we put people in a lab? <i>In-class activity: survey experiment</i>	Sy, Thomas, Stéphane Côté, and Richard Saavedra. " <a href="#">The contagious leader: impact of the leader's mood on the mood of group members, group affective tone, and group processes.</a> " <i>Journal of applied psychology</i> 90, no. 2 (2005): 295.
Thursday, September 14	Sensitive topics, threatened participants, and survey experiments	Ladd, Jonathan McDonald. " <a href="#">The neglected power of elite opinion leadership to produce antipathy toward the news</a>

	<i>In-class writing assignment 2</i>	<a href="#">media: Evidence from a survey experiment.</a> "Political Behavior 32 (2010): 29-50.
Weeks 4-6: What is leadership in different contexts? How do leaders emerge and function?		
Tuesday, September 19	Personality of leaders and personality of followers	<a href="#">How Is Your Voice Perceived?</a> <i>Psychology Today</i> <a href="#">Would You Vote for a Psychopath?</a> <i>Scientific American</i>
Thursday, September 21	Leadership in social networks <i>In-class writing assignment 3</i>	Emery, Cécile, Thomas S. Calvard, and Meghan E. Pierce. " <a href="#">Leadership as an emergent group process: A social network study of personality and leadership.</a> " <i>Group Processes &amp; Intergroup Relations</i> 16, no. 1 (2013): 28-45.
Tuesday, September 26	Conforming to authority. Milgram	Burger, J. M. (2009). <a href="#">Replicating Milgram: Would People Still Obey Today?</a> <i>American Psychologist</i> , 64(1), 1-11.
Thursday, September 28	Political power, legitimacy, and leadership. Max Weber <i>In-class writing assignment 4</i>	Tucker, Robert C. " <a href="#">The theory of charismatic leadership.</a> " <i>Daedalus</i> (1968): 731-756.
Tuesday, October 3	Emotions, attitudes, and political leadership	Sullivan, Denis G., and Roger D. Masters. "' <a href="#">Happy Warriors</a> ': Leaders' Facial Displays, Viewers' Emotions, and Political Support." <i>American Journal of Political Science</i> (1988): 345-368.
Thursday, October 5	Institutions and political leadership: political leadership in democracies and autocracies <i>In-class writing assignment 5</i>	Baturo, Alexander. " <a href="#">Cursus honorum: Personal background, careers and experience of political leaders in democracy and dictatorship—New data and analyses.</a> " <i>Politics and Governance</i> 4, no. 2 (2016): 138-157.
Week 7: Midterm review and exam		
Tuesday, October 10	Overview of weeks 2-6	I will provide specific instructions on preparing to the midterm review.
Thursday, October 12	Midterm exam	
Weeks 8-12: How is leadership consequential?		
Tuesday, October 17	NO CLASS. Fall Break	
Thursday, October 19	Paper workshop: this will be a chance to brainstorm your papers, ask me questions, and get assistance. We will	By this day, you need to decide on your paper topic and come ready to work on it.

	engage in some group exercises to get you started.	
Tuesday, October 24	Collective action	<a href="#">Climate gloom and doom? Bring it on. But we need stories about taking action, too.</a> <i>The Conversation</i> <a href="#">America is in the middle of a labor mobilization moment – with self-organizers at Starbucks, Amazon, Trader Joe’s and Chipotle behind the union drive.</a> <i>The Conversation</i>
Thursday, October 26	Representation and identity  <i>In-class writing assignment 6</i>	Randsley de Moura, Georgina, Carola Leicht, Ana C. Leite, Richard J. Crisp, and Małgorzata A. Gocłowska. <a href="#">"Leadership diversity: Effects of counterstereotypical thinking on the support for women leaders under uncertainty."</a> <i>Journal of Social Issues</i> 74, no. 1 (2018): 165-183.
Tuesday, October 31	(Mis)information and the role of opinion leaders  <i>Paper draft outline due</i>	Guo, Lei, Jacob A. Rohde, and H. Denis Wu. <a href="#">"Who is responsible for Twitter’s echo chamber problem? Evidence from 2016 US election networks."</a> <i>Information, Communication &amp; Society</i> 23, no. 2 (2020): 234-251.
Thursday, November 2	Political leaders and governance  <i>In-class writing assignment 7</i>	Chattopadhyay, Raghavendra, and Esther Duflo. <a href="#">"Women as policy makers: Evidence from a randomized policy experiment in India."</a> <i>Econometrica</i> 72, no. 5 (2004): 1409-1443.
Tuesday, November 7	Populism and populist leaders	McKee, Martin, Alexi Gugushvili, Jonathan Koltai, and David Stuckler. <a href="#">"Are populist leaders creating the conditions for the spread of COVID-19? Comment on" A scoping review of populist radical right parties’ influence on welfare policy and its implications for population health in Europe"</a> . <i>International journal of health policy and management</i> 10, no. 8 (2021): 511.
Thursday, November 9	Dissidents and opposition in repressive regimes: road to leadership  <i>In-class writing assignment 8</i>	Gamboa, Laura. <a href="#">"Opposition at the Margins: Strategies against the Erosion of Democracy in Colombia and Venezuela."</a> <i>Comparative Politics</i> 49, no. 4 (2017): 457-477.

Tuesday, November 14	Revolutionary leaders <i>Paper draft bibliography due</i>	Tunisia Arrests Its Most Prominent Opposition Leader, <i>The New Yorker</i>
Thursday, November 16	Leadership and the vision of the future <i>In-class writing assignment 9</i>	<a href="#">How CEOs, experts and philosophers see the world's biggest risks differently.</a> <i>The Conversation Future-mindedness</i> , Summer Allen, John Templeton Foundation White Paper
Weeks 13-15: Topics in leadership (decided after Week 3 of class)		
Tuesday, November 21	TBD	TBD
Thursday, November 23	NO CLASS. Thanksgiving Break	
Tuesday, November 28	TBD	TBD
Thursday, November 30	TBD <i>In-class writing assignment 10</i> <i>Final papers due on December 1</i>	TBD
Tuesday, December 5	TBD	TBD
Thursday, December 7	Final review	

## Resources for success

If you have any concerns or difficulties in this course, please reach out to me. There is a lot we can do to make sure you stay on track – particularly if you let me know early. You should not struggle in this course – it should be challenging for sure, but manageable.

When you contact me, I can either help you or direct you to other people on campus with specialized training and resources. Here are some of the university services that may be of particular help:

### *Writing and Speaking Resources*

Students are encouraged to take advantage of the resources made available through the Writing Center and Speech Center while working on course assignments:

- You can make appointments with a consultant at the Writing Center online: <https://writing.richmond.edu/appointments/index.html>
- You will also find helpful resources for writing on the Writing Center's website: <https://writing.richmond.edu/writing-resources/index.html>
- You can make individual appointments with a consultant at the Speech Center online: <https://speech.richmond.edu/appointments/index.html>
- You will also find helpful resources about speaking on the Speech Center's website: <https://speech.richmond.edu/services/index.html>

### *Other Resources*

*Academic Skills Center* ([asc.richmond.edu](http://asc.richmond.edu)):

Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website.

Email Roger Mancastropa ([rmancast@richmond.edu](mailto:rmancast@richmond.edu)) and Hope Walton ([hwalton@richmond.edu](mailto:hwalton@richmond.edu)) for coaching appointments in academic and life skills.

*Boatwright Library Research Librarians* ([library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876):

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

*Career Services* ([careerservices.richmond.edu](http://careerservices.richmond.edu) or 289-8547):

Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

*Counseling and Psychological Services* ([caps.richmond.edu](http://caps.richmond.edu) or 289-8119):

Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

*Disability Services* ([disability.richmond.edu](http://disability.richmond.edu))

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

## Course policies

### ***Academic Integrity and Collaboration***

Discussion and the exchange of ideas are vital for any intellectual community. For the written assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics or seek advice from your peers. However, you should ensure that any written work you submit is the result of your own research and writing. You should also adhere to standard citation practices in the discipline by properly citing any written works that you reference in your assignments. You will be expected to pursue your academic studies with integrity and must follow the Honor Code. The shortened version of the honor pledge is the following: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”

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).

#### ***Generative AI***

The Honor Code prohibits the use of any unauthorized assistance. For this course, the use of text-generating artificial intelligence tools (such as but not limited to ChatGPT) is considered unauthorized assistance, and using it in connection with any assignment that you submit to me will be considered an Honor Code violation. This includes the use of generative AI for any stage of the work from conception to completion.

If you have any questions regarding the appropriate use of sources or tools – you can always reach out to the instructor to make sure you do it correctly.

### ***Late Policy for Assignments***

All assignments are due at 11:59 pm on the designated date.

- For all written assignments, there is a 3-day *no-questions-asked grace period*. That is, if you submit your outline/bibliography/final paper within 72 hours of the posted deadline, you don’t need to ask for permission or explain anything to me.
- If you can’t submit it within that period and need an extension, contact me as soon as you can and before the end of the grace period. Extensions are granted depending on particular circumstances, for medical and other emergencies.
- If you didn’t contact me in a timely manner or did not receive an extension, you can still submit the assignment and receive partial credit. There will be a half-letter grade penalty for each day after the 3-day grace period.

Example: you have another paper due on November 14, and weren’t able to finish the draft bibliography. If you submit it on Blackboard within 72 hours (before 11.59 pm on November 17), you don’t need to inform me or explain anything. If you forget to send it in and email it to me on November 18 at 2 am – you would lose half a letter grade for this assignment (because the minute after 11.59 pm on November 17, it’s the next day, and you are one day late). Having another due date on the same day is not sufficient grounds for an additional extension.

### ***Religious Observance***

If you need accommodations for religious observance, please make sure to let me know within the first two weeks of classes: [www.registrar.richmond.edu/planning/religiousobs.html](http://www.registrar.richmond.edu/planning/religiousobs.html)

### ***Course Accessibility***

Students with a Disability Accommodation Notice should let me know as early as possible to discuss the necessary arrangements for the successful completion of this course.

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](http://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](http://disability.richmond.edu). Disability Services can be reached at [disability@richmond.edu](mailto:disability@richmond.edu) or 804-662-5001.

### ***Addressing Microaggressions on Campus***

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership<sup>2</sup>. Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups<sup>3</sup>. Furthermore, both students and faculty who are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world)<sup>4</sup>.

A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism<sup>5</sup>. With this in mind, community members at the University of Richmond should aim to address microaggressions in the classroom by holding themselves, 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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<sup>2</sup> Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548.

<https://doi.org/10.1146/annurev.psych.60.110707.163651>

<sup>3</sup> Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting College Student Development through Collaborative Learning: A Case Study of Hevruta. *About Campus*, 15, 19-25.

<https://doi.org/10.1002/abc.20044>

<sup>4</sup> Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57– 66.

<https://doi.org/10.1002/j.1556-6676.2014.00130.x>

<sup>5</sup> Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1).

<http://dx.doi.org/10.3998/currents.17387731.0001.106>