

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

Class Time Wednesday/Friday 1.30-2.45
Location Jepson Hall 102



Instructor and contacts

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Jepson Hall 130
Office hours: Friday 3-4 pm (drop-in) and by appointment
[Schedule an in-person or Zoom meeting.](#)

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

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Course Description

In this course, we will engage with a number of topics across social sciences (political science, sociology, psychology, and more) that deal, in one way or another, with the issue of leadership. Why do we follow leaders, and do early 20th century sociologists tell us something useful about that? How do leaders both conform to and change social norms? We will also dedicate a lot of time to practicing specific skills that are required to critically engage with contemporary social science research. You will learn to read published research and meaningfully question it, get acquainted with some popular methods of data collection in social sciences, and develop your writing skills as you explore a topic of your choice.

The course meets the Social Inquiry general education requirement.

Course goals and learning outcomes

The main goal of this course is to explore the major questions that the social sciences ask about leadership – and the answers they provide. 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, compliance, etc.), learn to analyze human behavior using the theoretical and methodological frameworks developed by a variety of social scientific disciplines and understand the limitations of those frameworks. You will also practice the skills of reading and evaluating social science research, as well as formulating and researching your own arguments.

Learning outcomes:

- Students will demonstrate knowledge of theories and/or patterns of human behavior relevant to leadership.
- Students will demonstrate the ability to use appropriate methods to analyze human behavior.
- Students will assess the limitations of the theories, explanations, and methods they study.

Prerequisites

This course does not have any prerequisites. It serves as an introduction into the topics of leadership as studied by the social sciences. This course can be taken before or after LDST 101.

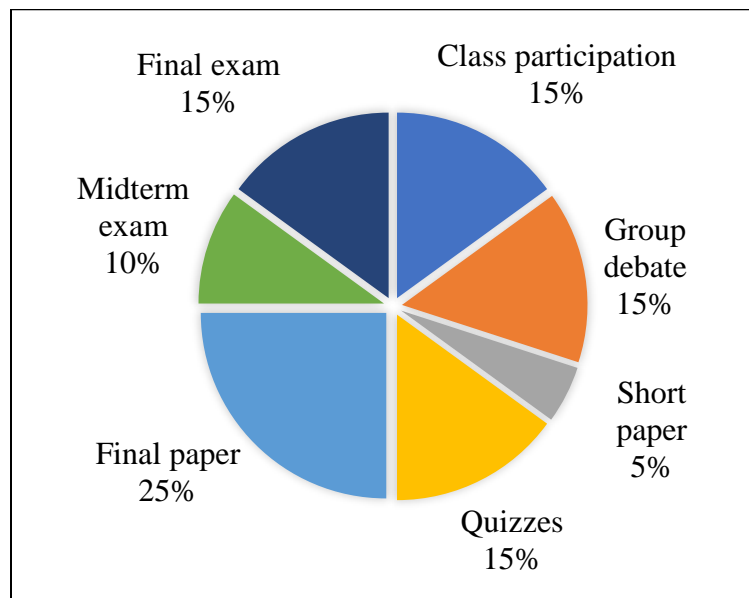
Reading

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. The course website will always have the most up-to-date readings.

Assignments and grading

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. There are a lot of low-weight assignments that require stable work throughout the semester but don't punish you for a single 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 activities¹.



Point range	Letter grade
980-1000	A+
940-979	A
900-939	A-
870-899	B+
830-869	B
800-829	B-
770-799	C+
730-769	C
700-729	C-
670-699	D+
630-669	D
600-629	D-
0-599	F

All assignments add up to 1000 points – that is the maximum you can earn throughout the semester. There are no extra credit assignments². 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 scale above to convert this final number into a letter grade. You need to cross the threshold to earn a specific grade (e.g. 979 is an “A”, but 980 is an “A+”).

1. Class participation (150 points)

There are multiple ways to earn those participation points so you can apply yourself in a way that works best for you. Overall, I expect most of you to earn full scores for participation. Around midterm, I will inform everyone how many participation points they have so far.

- Before class: Perusall (up to 6 points/week)
 - Perusall is a social annotation platform. We will walk through using it in class. All class readings for the lectures (Wednesday class) will be posted on Perusall for annotation. Perusall comments are due at 11.59 the day before the class meeting.
 - A question or comment in Perusall that meaningfully engages with the class readings = 2 points

¹ registrar.richmond.edu/services/policies/academic-credit.html

² One exception is 5 bonus points for the Writing Center reflection in the short paper (see below).

- A question or comment in Perusall that meaningfully engages with someone else's comment and moves the discussion forward = 3 points
- I will read your comments and assign points on Perusall on a weekly basis
- In-class: substantive questions and follow-ups (up to 10 points/week)
 - Asking ME a question = 2 points
 - Following up on a peer's answer/contribution = 3 points
 - I will explain how those are marked in class
- Outside the classroom: talking to the instructor (up to 6 points/week)
 - A substantive reaction to class material or in-class discussions, which you provide through any online channel or in person (e.g. during office hours) = 3 points
- I mark attendance just to see if someone disappears so I can reach out to other professors or their dean to make sure you're ok. Attendance is NOT part of your participation grade.

2. Group debate (150 points)

This will be a group assignment that will give you a chance to connect social science research and contemporary debates. You will be assigned to a group/topic randomly (see the list below, I will assign groups in class by the end of Week 2).

Group 1	27-Sep-24	Connect to debate: labor unions
Group 2	11-Oct-24	Connect to debate: social media influence
Group 3	25-Oct-24	Connect to debate: disobedience and resistance
Group 4	8-Nov-24	Connect to debate: quotas for political candidates
Group 5	22-Nov-24	Connect to debate: populism

I only suggest general topics (above): your group will pick specific events and issues you want to focus on and choose the reading materials for the class. These events or issues can be taken from the US context or elsewhere, and you can put any interesting spin on them. The idea of this activity is to use both social science research and opinions on current events to stage an informed discussion about an issue of interest.

- 2 weeks before your group leads the discussion:
 - Find recent events and publications about them that would spark everyone's interest. Identify the major arguments in the debate.
 - Come up with useful materials to inform the in-class discussion. Find published research that contributes to the debate.
 - Discuss your ideas with me. Finalize your list of class readings.
- 1 week before:
 - Post materials that will help understand different stands on the issue.
 - Each student will read the materials. It should take people about two hours to read the materials you provide so that they are prepared for the discussion.
- On the day:
 - Your group is responsible for organizing that day's class as a discussion around the topic you chose.
 - The quality of the in-class discussion will determine your group's grade for the assignment. Is everyone engaged and having fun, while staying respectful, do you hear original ideas being proposed? Then you're doing a good job.

3. Short paper (50 points)

These short papers are due relatively early in the semester and will allow you to practice the writing skills we discuss in class (social science writing!) in a low-stakes environment. The paper is only worth 50 points but you will receive extensive feedback from me and at least one of your peers to make sure your next paper – the final paper in this course – is better. This is also a chance to start exploring your interests and how they overlap with the existing research.

- a. Formulate a causal research question.
- b. Find relevant academic sources (5-7 peer-reviewed articles) and write a thoughtful review of their findings. Formulate the answer to your original question that emerges from this analysis.
- c. In the conclusion, reflect on the answer.
- d. The paper is short (3 pages). I will provide more detailed instructions, including formatting requirements, in class.
- e. BONUS (5 points): describe your experience with receiving feedback on your draft from the Writing Center (1 paragraph).
- f. I will grade those based on content, structure (overall flow, paragraph structure, and clarity), and format. Follow the guidelines you receive in class and the principles of social science writing we discuss in the lab.

4. Quizzes (150 points)

There will be a total of 6 quizzes throughout the semester, each worth 30 points. At the end of the semester, your lowest quiz point (which can be 0 if you missed it) gets dropped, and your quiz score is the sum of the remaining five quiz scores. If you miss a quiz, you can take it during office hours the following week. After that, a missed quiz gets a grade of 0 points unless you discussed a make-up option with me beforehand.

- a. The quizzes will include multiple-choice and short-answer questions.
- b. Multiple-choice questions will test your understanding of the basic concepts discussed in class and class readings.
- c. Short-answer questions will ask you to reflect on the class materials and discussions.
- d. The quizzes will be completed in class, on paper, and will be closed-book and closed-notes. You can use the printed-out reading cheat sheets you will be preparing throughout the semester.
- e. I will have practice quiz questions in class every Wednesday as we go through the week's concepts.

5. Final paper (250 points)

This is the final course paper and it consists of a series of scaffolded assignments to ensure that you pace your work accordingly and receive feedback at the early stages.

- a. What you will do:
 - i. Formulate a causal research question. It can be a revision of your short paper question – or a totally different question.
 - ii. Talk to an “expert” (on campus or elsewhere, in person or on Zoom) that you believe is knowledgeable and can provide valuable insights on this question. Ask a few substantive questions that shed light on your original interest. Critically reflect on what you have learned from the “expert”.

- iii. Evaluate the expert opinion using peer-reviewed research in relevant discipline(s) of social science (5-7 sources, no more than 2 could be the same as the ones you used in the short paper).
 - iv. Your final paper will include appendices with your interview notes and a bibliography of scholarly sources.
 - b. Assignment elements/steps
 - i. Outline (15 points)
 - a) I will provide feedback and consultations on your outlines
 - ii. Draft (10 points)
 - a) I will redistribute anonymized drafts in class so you receive feedback from one of your peers
 - iii. Peer feedback (15 points)
 - a) You will receive points for providing peer feedback to someone else
 - iv. Final version (200 points)
 - a) I will grade those based on content, structure (overall flow, paragraph structure, and clarity), and format.
 - v. Presentation (10 points)
 - a) During the last week of class, we will have a paper fair: you will have 3 minutes to present the main ideas of your paper and then some time to answer questions from the audience and from me.
 - b) I reserve the right to adjust final paper grades based on your presentation and responses.
 - c. I will provide detailed instructions, including formatting requirements.
6. Midterm exam (100 points)
 - a. This is a take-home exam. It is posted on Blackboard on October 7th and due on October 11th at 6 pm.
 - b. It is open-book and open-note (no Internet or GenAI). Cite specific class sessions and readings when you are referring to them in your answers.
 - c. The exam will consist of short-answer and essay questions that require you to reflect on our in-class discussions and readings.
7. Final exam (150 points)
 - a. This exam is in-class. If you need special accommodations such as using the Testing Center, make sure you plan for that in advance. If you can't take the final exam on the date specified, talk to me beforehand so we can figure out a solution.
 - b. The exam will include multiple-choice, short-answer, and essay questions. It will be hand-written, close-book and closed-notes. You can use printed out reading cheat sheets you've been preparing throughout the semester. No laptops or phones can be used during the exam.
 - c. We will have an in-class final review session. I will provide guidance on preparation and example questions to practice ahead of time.

Semester at a glance

Here are all the assignments and deadlines for the semester so you know what to expect and plan your time. As you see, all paper assignments are due on Monday (end of day).

You can fill in the empty cells with your personalized deadlines for group assignments and use this to organize your semester.

Assignment	Due date	Day of the week
Short paper	September 30, 11.59 pm	Monday
“Connecting to debate” group assignment:		
- Come up with a debate idea, look for materials, meet with the instructor (2 weeks before)		
- Have materials ready and posted on Blackboard for the class (1 week before)		
- Lead in-class group discussion		
Quizzes	In-class, throughout semester	
Midterm exam	October 11, 11.59 pm (take-home, submit on Blackboard)	Friday
Final paper		
- outline	October 28, 11.59 pm	Monday
- draft	November 11, 11.59 pm	Monday
- peer feedback	November 15, 11.59 pm	Friday
- final version	November 25, 11.59 pm	Monday
- presentation	December 4, in class	
Final exam	December 10, in class (9 am-12 pm)	

See the late submission policy in the corresponding section of the syllabus.

Course Schedule

Weeks	Lecture date	Lecture (Wednesday)	Lab date	Lab (Friday)
1	28-Aug-24	Course introduction.	30-Aug-24	<p>Philosophy of social science. How to make sense of social scientific writing? Practice: working on the reading cheat sheets for the course readings (research article, book chapter).</p> <p>Readings: Hasan, M. N. (2016). Positivism: to what extent does it aid our understanding of the contemporary social world?. <i>Quality & Quantity</i>, 50(1), 317-325. https://kgbcomm.people.uic.edu/didact/pdf/readsocsci.pdf</p>
2	4-Sep-24	<p>Philosophy and the process of social science. Variables, causal and descriptive research.</p> <p>Readings: Hoover, K. R., Donovan, T., Wattenberg, M. P., Malanchuk, O., Combs, M., & Gruhl, J. (1995). The elements of social scientific thinking. Ch. 1-2</p>	6-Sep-24	<p>Practice: reading for content; identifying questions and research findings in published work; identifying independent and dependent variables, causal relationships</p> <p>Readings: Owens, Bradley P., Angela S. Wallace, and David A. Waldman. "Leader narcissism and follower outcomes: The counterbalancing effect of leader humility." <i>Journal of applied psychology</i> 100, no. 4 (2015): 1203.</p>
3	11-Sep-24	<p>Leadership. Formal and informal leadership, active and passive leadership.</p> <p>Readings: Gill, R. (2011). Theory and</p>	13-Sep-24	<p>Writing in social science: research questions and arguments. Workshop: brainstorm research questions and arguments for the short papers. End of class: make an appointment for next week to talk about your short paper with the instructor.</p>

		practice of leadership. Chapter 1. Introduction: The Nature and Importance of Leadership (pp.1-36) QUIZ 1		Readings (pick one): Derpanopoulos, G., Frantz, E., Geddes, B., & Wright, J. (2016). Are coups good for democracy?. <i>Research & Politics</i> , 3(1), 2053168016630837. Andrews, K. T., Ganz, M., Baggetta, M., Han, H., & Lim, C. (2010). Leadership, membership, and voice: Civic associations that work. <i>American Journal of Sociology</i> , 115(4), 1191-1242.
4	18-Sep-24	Why is leadership important? Collective action. Prisoner's dilemma and free-riding. Readings: M. Olson, <i>The Logic of Collective Action: Public Goods and the Theory of Groups</i> , Harvard University Press, 1965. Chapter 1 (selected pages)	20-Sep-24	Writing in social science: formatting and style; finding and evaluating sources and citing them. Internal and external validity in social sciences. Workshop: short paper outlines. Readings: Brown, A. L., Meer, J., & Williams, J. F. (2019). Why do people volunteer? An experimental analysis of preferences for time donations. <i>Management Science</i> , 65(4), 1455-1468.
5	25-Sep-24	Leadership and collective action Readings: Glowacki, Luke, and Chris von Rueden. "Leadership solves collective action problems in small-scale societies." <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i> 370, no. 1683 (2015): 20150010. QUIZ 2	27-Sep-24	Connect to debate: labor unions Readings: posted by the debate group (read before class, be ready to participate)
Short paper: presenting an argument in social science				

6	2-Oct-24	<p>How do leaders emerge in human groups? Social networks</p> <p>Readings: Emery, Cécile, Thomas S. Calvard, and Meghan E. Pierce. "Leadership as an emergent group process: A social network study of personality and leadership." <i>Group Processes & Intergroup Relations</i> 16, no. 1 (2013): 28-45.</p>	4-Oct-24	<p>Practice: giving and responding to feedback. Provide peer feedback on the short papers; work with the instructor and peer feedback on the short papers to identify strategies for the final paper.</p> <p>Readings: Getting Feedback</p>
7	9-Oct-24	<p>Social identity and leadership.</p> <p>Readings: Fielding, K. S., & Hogg, M. A. (1997). Social identity, self-categorization, and leadership: A field study of small interactive groups. <i>Group dynamics: Theory, research, and practice</i>, 1(1), 39.</p> <p>QUIZ 3</p>	11-Oct-24	<p>Connect to debate: social media influence</p> <p>Readings: posted by the debate group (read before class, be ready to participate)</p>
Fall break here (in between class sessions – none skipped)				
8	16-Oct-24	<p>Why do we follow leaders?</p> <p>Power, legitimacy, authority, and leadership. Charismatic leadership.</p> <p>Readings: Antonakis, J., d'Adda, G., Weber, R. A., & Zehnder, C. (2022). "Just</p>	18-Oct-24	<p>Experiments and learning about behaviors. Practice: lab experiments; how to evaluate published work that uses lab experiments.</p> <p>Sy, Thomas, Stéphane Côté, and Richard Saavedra. "The contagious leader: impact of the leader's mood on the mood of group members, group affective tone, and group processes." <i>Journal of applied psychology</i> 90, no. 2</p>

		words? Just speeches?" On the economic value of charismatic leadership. <i>Management Science</i> , 68(9), 6355-6381.		(2005): 295.
9	23-Oct-24	<p>Obedience to authority. Milgram</p> <p>Readings: Burger, J. M. (2009). Replicating Milgram: Would People Still Obey Today? <i>American Psychologist</i>, 64(1), 1-11.</p> <p>QUIZ 4</p>	25-Oct-24	<p>Connect to debate: disobedience and resistance</p> <p>Readings: posted by the debate group (read before class, be ready to participate)</p>
Final paper outline: for instructor feedback				
10	30-Oct-24	<p>What is leadership like in different places? Norms and leadership</p> <p>Readings: Kittilson, M. C., & Fridkin, K. (2008). Gender, candidate portrayals and election campaigns: A comparative perspective. <i>Politics & gender</i>, 4(3), 371-392.</p>	1-Nov-24	<p>Surveys and learning about opinions. Practice: surveys; how to evaluate published work that uses surveys.</p> <p>Take That Chocolate Milk Survey with a Grain of Salt, The Conversation</p> <p>Pick one recent survey at (https://today.yougov.com/) and reflect on the results. Come ready to discuss them.</p>
11	6-Nov-24	<p>Changing norms and leadership.</p> <p>Readings: Abrams, D., Randsley de Moura, G., Marques, J. M., & Hutchison, P. (2008). Innovation credit: When can leaders oppose their group's norms?. <i>Journal of personality and social psychology</i>, 95(3), 662.</p>	8-Nov-24	<p>Connect to debate: quotas for political candidates</p> <p>Readings: posted by the debate group (read before class, be ready to participate)</p>

		QUIZ 5		
Final paper draft: for peer feedback				
12	13-Nov-24	<p>What is political leadership like in different places? Political regimes and political leadership.</p> <p>Readings: Baturu, Alexander. "Cursus honorum: Personal background, careers and experience of political leaders in democracy and dictatorship—New data and analyses." <i>Politics and Governance</i> 4, no. 2 (2016): 138-157.</p>	15-Nov-24	<p>Writing in social sciences. Workshop: flow and argument logic; reverse outlining and finalizing paper drafts</p> <p>Readings (pick one):</p> <p>Svolik, M. W. (2019). Polarization versus democracy. <i>J. Democracy</i>, 30, 20.</p> <p>Ayoub, P., & Stoeckl, K. (2024). The Global Resistance to LGBTIQ Rights. <i>Journal of Democracy</i>, 35(1), 59-73.</p> <p>Foa, R. S. (2021). Why strongmen win in weak states. <i>J. Democracy</i>, 32, 52.</p>
13	20-Nov-24	<p>Political leadership and regime change.</p> <p>Readings: Bunce, V. J., & Wolchik, S. L. (2010). Defeating dictators: Electoral change and stability in competitive authoritarian regimes. <i>World politics</i>, 62(1), 43-86.</p> <p>QUIZ 6</p>	22-Nov-24	<p>Connect to debate: populism</p> <p>Readings: posted by the debate group (read before class, be ready to participate)</p>
Final paper				
14	27-Nov-24	<i>Thanksgiving break</i>		
15	4-Dec-24	Paper fair: 3-minute presentations and discussion.	6-Dec-24	Final review

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):

Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Tutors will be available virtually. The on-call peer tutors available for these appointments are listed in the Box file: On-Call Online Tutors (<https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2ktb>). Email Roger Mancastroppa (rmancast@richmond.edu) and Hope Walton (hwalton@richmond.edu) for appointments in academic and life skills to request a Zoom conference.

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 library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email (library@richmond.edu), text (804-277-9ASK), chat, or Zoom (by appointment).

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 289-6409):

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.

Course Policies

Academic Integrity and Collaboration

Discussion and the exchange of ideas are vital for any intellectual community. For the oral or 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).

Late Policy for Assignments

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

- 10% of the total points for the assignment will be deducted for each 24-hour period that the assignment is late. For example:
 - The final paper outline (worth 15 points) can get a maximum of 13.5 points ($15 - 1.5 = 13.5$) if turned in 24 hours late, and a maximum of 12 points if turned in 48 hours late – before any points are deducted based on the grading criteria.
 - The final paper (worth 200 points) turned in 24 hours late can get a maximum of 180 points ($200 - 20 = 180$), meaning a student lost at least 20 points or 2% of their final grade.
 - If the assignment is less than 24 hours late, the deduction will be proportional (e.g. 6 hours late = $1/4$ of 24 hours = $1/4$ of the penalty).
- Each of you has **2 (two) no-penalty 24-hour extensions** to use on at-home graded assignments (at-home midterm exam and all paper assignments). You do not need to ask me or explain anything – just put a written note in your submission indicating that you chose to use one of your extensions. These extensions are available to all, because life happens.
- If you need an additional or longer extension, discuss it with me at least 48 hours before the deadline (the earlier, the better). I reserve the right to grant or deny an extension on a case-by-case basis.

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

Disability 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 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.

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."

<https://studentdevelopment.richmond.edu/student-handbook/honor/index.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 membership³. Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups⁴. 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)⁵. 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,

³ 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>

⁴ 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>

⁵ 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>

recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism⁶.

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.⁷ 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.

⁶ 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>

⁷ <https://inclusion.richmond.edu/>