LEADERSHIP ETHICS

LDST 450, Sections 1 / 2
Tuesday, Thursday 12–1:15pm / 1:30–2:45pm
Jepson Hall, Room 108
Fall 2018

INSTRUCTOR INFORMATION
Instructor: Dr. Marilie Coetsee
Primary Email: jepson.leadership.ethics@gmail.com
Office Hours: Thursday 3–4pm and by appointment.
Office Location: Jepson Hall, Room 131

COURSE DESCRIPTION
In this course, we will examine prominent ethical theories in order to develop students’ ability to wisely reason through and respond to the ethical challenges that confront leaders. There are two basic parts to the course. The first part of the course investigates the ethical principles that leaders should use to guide their own individual ethical conduct as leaders, and the second part of the course investigates the ethical principles that leaders should use to guide how they structure the internal organizational life of the groups they lead.

The first part of the course examines the ethics of leaders’ individual conduct from the vantage point of normative ethics and moral psychology. First, we will study four major theories of normative ethics, each of which (i) attempts to pinpoint a fundamental ethical principle that sets the general standards of moral rightness for action, and (ii) to different extents, aims to give persons’ a decision procedure they can use in everyday life to guide them in assessing whether a given particular action is right or wrong. The four major theories of normative ethics we will consider are utilitarianism, Kantian ethics, virtue ethics, and the ethics of care. In each case, we will discuss what standard of rightness and what decision procedure the relevant theory offers with a special eye to determining what that theory has to say about the ethical considerations that bear on leaders’ decisions about both the general aims their organization should pursue and the duties they as leaders have towards their followers. We will then draw on elements of our discussion of virtue ethics and the ethics of care to transition to a short unit on moral psychology. As we will see, even leaders who are reflectively committed to acting on a morally sound course of action can still fail to successfully execute that commitment. We will look at a sampling of elements of moral psychology that can undermine this kind of successful execution of ethical action—including, specifically, implicit biases and morally disordered emotions—and consider ways in which these obstacles to effective ethical action may be able to be addressed.

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1 This will be the primary email for communication about the class. However, you are also free to email me at mcoetsee@richmond.edu.
2 As we will see, these two things may be able to come apart: it may be possible to know what, in general, sets apart actions that fall in the category of “right” from actions that fall in the category of “wrong,” without also having practically usable procedure by which to determine which category a particular action one is considering falls under.
The second part of the course considers the ethical principles that leaders should use to guide *how they structure the internal organizational life of the groups they lead*. In this part of the course, we will draw on theories in *political philosophy*, which is a branch of ethics that assesses what ethical principles must regulate how a political nation-state is organized and run, if citizens in that state are to remain obligated to abide by its laws. We will begin by considering how three prominent political theories might inform our understanding of the ethical principles that should properly regulate how other groups—including not only political groups, but also economic and social ones—should be organized and run, if members of those groups are going to remain properly obligated to abide by the rules relevant to the group. In particular, we’ll consider this question with respect to the three political theories of *contractarianism*, *communitarianism*, and *perfectionism*. One key ethical aspect of the internal organizational life of a group is that of how decisions are made in the group. In the final section of the course, we will thus consider questions related to the ethics of collective decision-making, like: who ought to be involved in decision-making? What ought that involvement to look like? What, if anything, should members of a group who disagree with the results of a decision do in response to the decision? As contemporary political philosophers have consistently realized, ascertaining how collective decision-making should work is especially difficult in conditions where citizens of a state hold to diverse religious, moral, and philosophical commitments. Though there are some important differences in the circumstances of disagreement that pertain to a nation-state, and those that pertain to other political, economic, and social groups, the difficulty in mediating disagreements between persons’ with diverse religious, moral, and philosophical commitments spans across all of these contexts. In our increasingly diverse society and globalized world, moreover, the imperative to manage these disagreements in an ethical way is increasingly important. We will thus spend considerable time towards the end of the course considering the ethics of how to manage disagreement in a diverse social group.

**Course Objectives**

- Students should develop intellectual tools for wisely thinking through moral problems that pertain to leaders’ individual conduct in the context of a group. Students should be able to assess the moral benefits and drawbacks of various kinds of ethically salient decisions a leader might make.

- Students should become cognizant of and learn to address the psychological obstacles that confront leaders when they attempt to implement ethical solutions to problems.

- Students should understand the variety of moral values and principles that might bear on what the internal organizational life of a group should look like.

- Students should appreciate the moral difficulties that attend collective decision-making in contexts where members of the group hold diverse values and perspectives, and gain tools for mediating such decision-making in an ethically responsible way.

- Students should learn to communicate their ethical views clearly, and to support those views with informed reasons.

- Students should learn to have constructive dialogue with diverse others’ about important moral disagreements. They should be able to understand the reasons that motivate others’ views and to critically assess and re-evaluate their own views in light of that understanding.
**Course Materials**


Additional readings will be made available through Blackboard (under “Resources”). [B]

**Course Requirements**

- **Participation** 10%
- **Quizzes and Reading Reflections** 20%
- **Exams:** Midterm Exam (15%), Final Exam and Class Portfolio (15%)
- **Papers:** Midterm Paper (20%), Final Paper (20%)

*These are discussed in more detail on the next page.*

**Other Course Policies**

**Classroom Etiquette:** You may use computers in class, but you must first send me an email pledging that you will turn off the internet on your computer, and restrict your usage to the course-related activities of note taking and accessing course readings (these should be downloaded onto your computer before class starts, but if they are not, you may access the internet at the beginning of class to download them). Smartphones and similar devices must be turned off during class. Please bring your laptop or phone to use for in-class quizzes, which will be posted on Blackboard.

**Late policies:** If you want an extension, please contact me at least 24 hours before the due date to discuss your reasons for wanting an extension. Please don’t hesitate to contact me. I may not always grant you exactly the extension you want, but I am more concerned with your writing an excellent paper than I am with when you turn the paper in, so I am open to considering any requests. When you request an extension, please do so by email. If you are granted an extension, please append a copy of the email where I granted you the extension to the end of your paper when you turn it in. Late assignments that are not granted an extension will be docked 1/3 of a letter grade for every day they are late for up to five days. At that point I will contact an academic dean to discuss a resolution. Your grade will still be docked, but after five days it will not be further docked. If you contact me on the due date about an extension, you will be docked 1/3 of a letter grade. However, you may still get an extension. I will be less lenient with requests for an extension that come in on the day that the paper is due.
**Details About Course Requirements**

**10% Participation**
- Participation is based on how often you attend class and how well you contribute to class discussion while you are there.
- Though both the quality and quantity of your in-class contributions both matter, the quality of your contributions will matter more than the quantity. A quality contribution is not always a correct contribution. It is, however, a contribution in which one or more of the following things happen: you give good reasons for the point you make, you respond to a point a classmate in a way that shows that you have thoughtfully considered that person’s point, you ask a question and demonstrate an appreciation of the difficulty of the answer. If you have questions about your participation grade you should come talk to me in office hours.
- I may cold-call students periodically. When I do this, it is not to stress you out but rather to make clear to you that your voice is important, even if you are not initially confident enough to use it. When I cold-call students, I will typically ask a question related to a short reflection paper that is due.

**20% Quizzes and Reading Reflections**
- Over the course of the semester, you must complete ten reading reflections (out of a total of eighteen) and 10 quizzes (out of a total of eleven). (So you may skip eight reading reflections and one quiz.) The quizzes are aimed to help enhance your learning, and the reflections are aimed to aid you in making thoughtful contributions to class discussion. If you miss more than the allowed number of quizzes and reflections, each extra one you miss will subtract 0.75% from your final grade. *I will not generally accept excuses for missed or late quizzes/reflections, so please save your excused reflections/quizzes for when you are sick or have things come up.*
- Both quizzes and reading reflections are short, and there are fewer required in the second portion of the semester than in the first portion of the semester. (The reasoning for this is that in the first portion of the semester we are laying important philosophical foundations that are also relevant to the second portion of the semester.)
- Reading reflections are meant to get you thinking about the material we will discuss in class so that you are ready to be part of a productive conversation about the material. They should be thoughtful but short—typically only 150 to 350 words (this is 1/3 to 1/2 page single spaced). They are graded with a −, ✓ or +. Reflections that show a basic, decent amount of thought will get a ✓. If there appears to be little thought put into the reflection it will get a −. In some cases, if the writing is particularly well thought out, the reflection will get a +. You should aim to get an average of a ✓ grade on these reflections. *Whenever a reflection is due, please bring a printed out hard copy of your reflection to class.*

**30% Exams: Midterm Exam (15%), Final Exam and Class Portfolio (15%)**
- The midterm exam will cover material from the first half of the semester. It will consist of multiple choice questions taken from the quizzes given during class, and of several short essay questions. You will be given a range of possible essay questions beforehand, and I will
pick a few of them to ask you about on the exam. *The midterm exam is Thursday, October 18.*

- The final exam will cover material from the whole semester. It will consist of multiple choice questions taken from the quizzes previously given during class, a few short essay questions, and a revision of your midterm paper which will be turned in at the time of the exam. You will be given a range of possible essay questions beforehand, and I will pick a few of them to ask you about on the exam. You will also be asked to revise your first paper in light of the comments I gave you and resubmit it. How well you revise the paper will count for a portion of the final exam grade.

- You will be asked to compile all the written work you have done for the class into a portfolio—all of your reading reflections, organized by due date, as well as a copy of the first version of the midterm paper and final paper. Bring the portfolio to the final exam. During the exam, I will leaf through the portfolio to make sure all the relevant work is there. It will then be available to you to take home by the end of the exam. If you do not turn in the class portfolio, 3% will be detracted from your final exam score. (This is normally equivalent to about 1/3 grade deduction.)

- The time for your final exam is scheduled by the university and cannot be changed. The time for the exam depends on which section of the class you are in. If you are taking this class Tuesday/Thursday at 12pm, your final exam is Tuesday, December 11 from 2–5pm. If you are taking this class Tuesday/Thursday 1:30pm, your final exam is Monday, December 17 from 9–12pm.

**40% Papers: Midterm Paper (20%), Final Paper (20%)**

**20% Midterm Paper**

*Due Friday, October 12, 11:59pm.*

Pick an example of a case in which a leader exhibited—or failed to exhibit—ethical conduct. “Conduct” may be construed broadly to include a specific action the leader took, a form of reasoning ze used to decide what action to take, or a pattern of treatment towards others ze exhibited (with or without ever explicitly making a decision to adopt that pattern). The case may be from your internship, life experience, literature, history, or the news.³ Drawing on two out of the three ethical theories of utilitarianism, Kantianism, and virtue ethics, evaluate the conduct of the leader. Did ze act rightly or wrongly? What accounts for whether ze’s conduct was right or wrong?

The paper should be between 1300–1600 words and should be single-spaced. More detailed requirements will be distributed in class on September 11, 2018.

**20% Final Paper**

*Due: Friday, December 7, 11:59pm.*

The prompt for the final paper will be distributed by November 6, 2018.

³ You may also make up your own case, but if you choose to do so you must write up the case at least two weeks ahead of time and come to talk to me during office hours to make sure it checks out.
GRADING

The numerical values for final letter grades are:

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| F     | 59.99 or below.
COURSE SCHEDULE

These readings are subject to change. (In particular, readings scheduled for the latter portion of the semester may be changed over Fall Break. Please watch out for this.) For most meetings, there is about thirty pages of required reading. However, many weeks, some of this reading is reading that gives an overview of other aspects of the reading. This overview reading will generally be a bit easier than the other reading. I will send out an announcement email every week that gives guidelines for that week’s readings. If there is a reading that functions as an overview reading, I will note that in the email. I may also include, for instance, a recommendation of what order to do the readings in, what readings to focus on, and questions to think about as you do the reading.

1. TUESDAY, AUGUST 28 — INTRODUCTION TO COURSE
   • “Common sense” morality and Ross’s Ethic of Prima Facie Duties

IIA. NORMATIVE ETHICS AND THE CONDUCT OF THE LEADER

2. THURSDAY, AUGUST 30 — UTILITARIANISM, PART 1
   Short reflection due.
   • J. Bentham, selections from Principles of Morals and Legislation and “Push-Pin and Poetry.” [B]
   • J. Driver, selections from “Classical Utilitarianism,” in Ethics: The Fundamentals. [B]
   • J. Mill, “What Utilitarianism Is.” (You may skip the two paragraphs on p. 146.) [C]

Recommended:

3. TUESDAY, SEPTEMBER 4 — UTILITARIANISM, PART 2
   Short quiz.
   Short reflection due.
   • J. Driver, selections from “Contemporary Consequentialism” (subsections: “Justice” and “Friendship and Special Obligations”) in Ethics: The Fundamentals. [B]
   • C.S. Frederiksen, selections from “The Relation Between Policies Concerning Corporate Social Responsibility and Philosophical Moral Theories—An Empirical Investigation.” [B]
   • U. Le Guin, “The Ones Who Walk Away from Omelas,” p. 161–166. [C]

4. THURSDAY, SEPTEMBER 6 — KANTIAN ETHICS, PART 1
   Short reflection due.
   • R. Burnor and Y. Raley, short section from “Deontological Ethics” on “Kant’s Principle of Ends.” [B]
   • I. Kant, “Good Will, Duty and the Categorical Imperative,” read only p. 94 to top of p.105. [C]

5. TUESDAY, SEPTEMBER 11 — KANTIAN ETHICS, PART 2
   Short quiz.
   Short reflection due.
   • R. Burnor and Y. Raley, selections from “Deontological Ethics.” [B]
- I. Kant, “Good Will, Duty and the Categorical Imperative,” p. 105–109. [C]
- O’Neill, selections from “Kantian Approaches to Some Famine Problems.” [B]

**Recommended:**

**6. Thursday, September 13 — The Problem of Dirty Hands (Pt 1): Kantian Perspectives**
CLASS CANCELLED DUE TO HURRICANE FLORENCE

- Instructor Supplement for September 13. [B]
- T. Nagel, selections from “War and Massacre.” [B]
- T. Schapiro, selections from “Kantian Rigorism and Mitigating Circumstances.” [B]

**7. Tuesday, September 18 — The Problem of Dirty Hands (Pt 2): Utilitarianism and Walzer’s Middle Way**

- R.M. Hare, selections from “Rules of War and Moral Reasoning.” [B]
- M. Walzer, selections from “The Problem of Dirty Hands.” [B]

**Recommended:**

**8. Thursday, September 20 — Virtue Ethics, Part 1**

*Short reflection due.*

- J. Swift, selections from “Virtue Ethics: Aristotle” (from An Introduction to Moral Philosophy, Chapter 12). [B]
- Shafer-Landau, selections from “Virtue Ethics” (from The Fundamentals of Ethics, Chapter 17). [B]
- D. Ludwig and C. Longenecker, “The Bathsheba Syndrome: The Ethical Failure of Successful Leaders.” [C] (10)

**9. Tuesday, September 25 — Virtue Ethics, Part 2**

*Short quiz.*

*Short reflection due.*

- R. Hursthouse, selections from “Normative Virtue Ethics.” [B]
- M. Nussbaum, selections from “Aeschylus and Practical Conflict.” [B]

**Recommended:**

**10. Thursday, September 27 — Case Study: Humility**

*Short reflection due.*

- T. Aquinas, selections on “Humility” from Summa Theologica, II.II Q. 61. [B]
- Collins, “Level 5 Leadership: The Triumph of Humility and Fierce Resolve.” [B]
• J. Kupfer, “The Moral Perspective of Humility.” [B]
• T. Price, selection from “Power and Self-Interest” (bottom of p. 86, “The real question, then, is whether self-interest…” to top of p. 89, “…no justification at all”), and “Situations and Circumstances” (subsections: “The More-Important-Than-Average Effect”).

11. TUESDAY, OCTOBER 2 — THE ETHICS OF CARE
Short reflection due.
• R. Burnor and Y. Raley, “Introduction,” and “The Care Perspective.”
• N. Noddings, “An Ethic of Caring” (in M. Timmons (Ed.), Conduct and Character)
• A. Wicks, D. Gilbert, R.E. Freeman, “A Feminist Reinterpretation of the Stakeholder Concept”

Recommended:
• R. Burnor and Y. Raley, “Feminism and Care Ethics.” [B]
• R. Halwani, selections from “Care Ethics and Virtue Ethics” (in M. Timmons (Ed.), Conduct and Character). [B]

IB. MORAL PSYCHOLOGY AND MORAL RESPONSIBILITY

12. THURSDAY, OCTOBER 4 — IMPLICIT BIAS AND MORAL RESPONSIBILITY
Short quiz.
Short reflection due.
• M. Brainard, “The Impact of Unconscious Bias on Leadership Decision Making.” [B]
• K. Payne, “Implicit Bias: The Psychology of Ordinary Prejudice in Everyday Lives.” (Video link provided on [B]).
• R. Zheng, “Attributability, Accountability and Implicit Bias.” [B]
• Short video, “Do We Have Free Will” <https://www.youtube.com/watch?v=yQxv_kzuTD8>

Recommended:
• Kirwan Institute, “Primer on Implicit Bias,” p. 15–21. [B]
• (Background for discussion of Zheng) T. Donaldson and S. Stich, “Do We Have Free Will?” [B]

13. TUESDAY, OCTOBER 9 — EMOTIONS AND ATTRIBUTABILITY RESPONSIBILITY
Short reflection due.
Short quiz.
• E. Cohen, “Can Clinton’s Emotions Get the Best of Her?” [B]
• M. Nussbaum, selections from “Emotions as Evaluative Judgments.” [B]
• T. Price, selection from “Respect for Rational Agency,” last paragraph on p. 46 (“Autonomy is indeed threatened…”) to end of first paragraph on p. 48 (“…rational assessment of the relationship.”)

Recommended:
• R. Solomon, “The Myth of Charisma.” [C]

14. THURSDAY, OCTOBER 11 — ACCOUNTABILITY RESPONSIBILITY: PERSPECTIVES FROM BUDDHISM AND CONFUCIANISM (+ REVIEW FOR MIDTERM)
Recommended:
• Lueke and B. Gibson, “Mindfulness meditation reduces implicit age and race bias: The role of reduced automaticity of responding.” [B]

⚠️ **Midterm Paper Due: Friday, October 12, 11:59PM.**

**Fall Break: October 12–17**

15. **Thursday, October 18 — Midterm Exam**

IIA. **Political Philosophy and Organizational Politics**

16. **Tuesday, October 23 — Contractualism & Self-Interest**
*Short quiz.*
• T. Price, “Permission and Consent,” p. 119-128 [P]

17. **Thursday, October 25 — Contractualism & Egalitarian Justice**
*Short reflection due.*
• T. Price, “Pay and Perks” [P]
• J. Rawls, selections from *A Theory of Justice*. [B]
• M. Sandel, selections from “The Case for Equality: John Rawls” [B]

18. **Tuesday, October 30 — Communitarianism**
• K. Wiredu, selections from “The Moral Foundations of an African Culture.” [B]
• M. Sandel, selections from “What Do We Owe One Another? Dilemmas of Loyalty” [B]

Recommended:
• J. Christman, selections from “Conservatism, Communitarianism, and the Social Conception of Self” and selections from “Toleration, Pluralism, and the Foundations of Liberalism”
• C. Taylor, selections from “The Politics of Recognition.” [B]

19. **Thursday, November 1 — Perfectionism**
*Short quiz.*
*Short reflection due.*
• B. McCoy, “The Parable of the Saddhu” [C]
• J. Christman, “The Perfectionist Challenge” and “Utilitarian Liberalism: Perfectionism in Disguise?”) [B]

Recommended:
• Instructor handout on perfectionism and Seyyid Qutb. [B]

20. **Tuesday, November 6 — Review and Transition**
Short quiz.

- S.M. Okin, selections from “Is Multiculturalism Bad for Women?” [B]

IIB. DISAGREEMENT, DIVERSITY, AND COLLECTIVE DECISION MAKING

21. NOVEMBER 8 — RELATIVISM

Short reflection due.

- T. Price, selections from “Relativism and Exceptionalism.” [P]
- J. Rachels, “The Challenge of Cultural Relativism.” [B]

22. TUESDAY, NOVEMBER 13 — MODELS OF DECISION-MAKING: EPISTOCRACY, VOTING, AND DELIBERATION

Short quiz.

- J. Brennan, selections from Against Democracy. [B]
- R. Dahl, selections from Democracy and Its Critics. [B]
- A. Gutmann and D. Thompson, selections from Why Deliberative Democracy?. [B]

Recommended:


23. THURSDAY, NOVEMBER 15 — THE SOCIAL ETHICS OF DELIBERATION

Short quiz.

- M. Midgley, “Trying Out One’s New Sword.” [C]
- Instructor handout on Rawlsian public reason.

23. THURSDAY, NOVEMBER 15

Thanksgiving Break: November 20-25

24. TUESDAY, NOVEMBER 27 — THE PRACTICE OF DIALOGUE AND DELIBERATION

Short reflection due.

- Invited Speaker: L. Lee (Commission member, Monumental Avenue Commission; Fellow, Community Trustbuilding Fellow, Initiatives of Change/Hope in the Cities).

25. THURSDAY, NOVEMBER 29 — STICKING WITH DECISIONS: RULE OF LAW AND THE VALUE OF PROCEDURES

Short reflection due.


26. TUESDAY, DECEMBER 4 — RESISTING DECISIONS: CIVIL DISOBEDIENCE AND THE VALUE OF PROTEST

Short reflection due.

- B. Boxill, “Protest and Self-Respect.”
• M. Ghandi, selections from *Political Writings*.

*Recommended:*
• C. Lebron, “Time for a New Black Radicalism”

27. **Thursday, December 6 — Review Session**

*Short quiz.*

**Final Paper Due: Friday, December 7, 11:59pm.**

**Final Exam:**

If you are taking this class Tuesday/Thursday at 12pm, your final exam is Tuesday, December 11 from 2–5pm.

If you are taking this class Tuesday/Thursday 1:30pm, your final exam is Monday, December 17 from 9–12pm.
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
Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

disability.richmond.edu/

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
SYLLABUS INSERT REGARDING ACADEMIC AND PERSONAL SUPPORT SERVICES

Hope N. Walton, Director Academic Skills Center

Below is a boxed statement that describes the services available from a myriad of resources. We recommend that you consider including this boxed statement in your course syllabus, on Blackboard, or perhaps on a separate handout. Of course, other support services that relate specifically to your course can also be added.

Staff members from the resources below are available for consultations about concerns related to students as well as issues related to services.

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** ([http://asc.richmond.edu](http://asc.richmond.edu), 289-8626 or 289-8956): 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. Hours at the Center are: Sunday through Wednesday 3:00-9:00 p.m. and Thursday 3:00-7:00 p.m. On-call tutors are also available.

**Career Services** ([http://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** ([http://wellness.richmond.edu/offices/caps/](http://wellness.richmond.edu/offices/caps/) 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 short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

**Speech Center** ([http://speech.richmond.edu](http://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.

**Writing Center** ([http://writing.richmond.edu](http://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.

**Boatwright Library Research Librarians** ([http://library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.