This syllabus is intended to give students guidance in what may be covered during the semester and will be followed as closely as possible. However, I reserve the right to modify, supplement, and make changes (to readings, assignments, dates, etc.) as course needs arise.

**Readings:**
The readings for this course consist of a mix of research articles and more popular journal articles or opinion pieces.

Most of the readings will be available through BlackBoard. In addition to those readings, suggested books are assigned for this course. The readings may change slightly and other readings may be assigned during the semester. The assigned readings provide the background and context for classroom lecture and discussion, therefore, you should read the readings before the class period during which they are discussed.

- Pedagogy of the Oppressed by Paulo Freire
- An Anthropologist on Mars by Oliver Sacks
- *Integral Innovation: New Worldviews* by Odeh Jayyousi
- Five Scarves by Rana Dajani
- The Little Prince by Antoine de Saint-Exupery
- Wonder Women: Sex, Power, and the Quest for Perfection by Debora Spar
- The Immortal life of Henrietta Lacks by Rebecca Skloots
- Teta mother and me by Jean Said Makdisi
- Inferior by Angela Saini
- Orientalism by Edward Said
- Mornings in Jenine by Suzan Abualhawa
- What the Eyes Don’t See by Mona Hanna-Attisha
- Brown Skin, White Masks by Hamid Dabashi
- Blood music by Greg Bear
- Guns, germs and steel by Jared Diamond
- Amusing ourselves to death by Neil Postman
- Atlas Shrugged by Ayn Rand
- Blink by Malcolm Gladwell
- Horton hatches the egg by Dr Suess
- Oh the places you’ll go by Dr Suess
- The Lorax by Dr Suess
- She Has Her Mother's Laugh: The Powers, Perversions, and Potential of Heredity by Carl Zimmer
- Animal Farm by George Orwell
- Darwin’s Radio by Greg Bear
- Things Fall Apart by Chinua Achebe
- What do you do with an idea? by Kobi Yamada and Mae Besom
- Three cups of Tea by Greg Mortenson
- Motor class as soul crash by Matthew Crawford

**DESCRIPTION AND GOALS OF THE COURSE:**

“We are in a pickle” Says the contemplating frog…

In this course, we will embark on a journey of discovery to reimagine success. Through case studies, stories and interviews we will explore varying perspectives of what success means and how it varies across cultures, religions, ethnicities, geographies and histories, challenging our own assumptions and unconscious biases along the way. We will use science to inform the questions we will ask such as; who defines success, what are the forms of success, how we can reimagine success, why does success differ and how does it vary, how wild can we go? We will draw upon our humanity and ethical values in this digital age to capture what success may look like. Through a series of hands on activities including storytelling, art, drama, games and community action; students will be constantly challenging themselves while having fun to discover their own agency and to stimulate innovation.

The goal of the course is not only to challenge assumptions among students but also to stimulate them to think critically about the trajectories of human behavior in general and more importantly to change mindsets to become innovative changemakers within their own circles by adopting a human centered design approach.
COURSE REQUIREMENTS
Your grade in the course will be determined by performance on the following course requirements:

1. **Written Assignments (20%)**: You will be required to write five reflection papers this semester. Details for each assignment will be provided in the course.

2. **Projects (50%)**: You will work in groups on five different projects. Each project has a weight of 10%. Details for each assignment will be provided in the course.

3. **Activities and Class Participation (10%)**: We will engage in a variety of activities throughout the semester. For example, you will be asked to attend some Jepson and university events that occur outside of class time and to participate in and/or attend local presentations of research. This course is predicated on the active participation of all members. You are expected to attend all classes, arrive on time, and fully engage in discussions and activities. The emphasis is on quality of class participation rather than quantity. The class discussions and activities are highly dependent upon the assigned reading for the day. You must come to class fully prepared to discuss the assigned readings. Each unexcused absence and inadequate class participation will lower your course grade.

4. **Final Paper (20%)**: A Final paper

**Makeup Exams and Paper Extension Policy**: Only under extraordinary circumstances will a make-up exam be administered or will a late paper by accepted. When these extraordinary circumstances arise, a letter from the Dean is required. A paper turned in late without an acceptable excuse will be docked 5 percentage points for each day it is late. Makeup exams may take an alternative form to that taken by the rest of the class.

**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](http://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/](http://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](http://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](http://registrar.richmond.edu/planning/religiousobs.html)
OTHER CAMPUS 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** ([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
Class Schedule and Reading Assignments

Jan 13 **Introducing the Course**

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**PART 1:**
**Success and Biotechnology**

Jan 15 **Introducing Success and Biotechnology**
Jan 20 **Martin Luther King Holiday**
Jan 22 **A Discussion of the Class Readings and Movie**

**Movie**
- Henrietta Lacks
- Source Code

**Talks**
- [https://www.bing.com/videos/search?q=ted+talks+on+media+ethics&view=detail&mid=CC19CAD25894CEE27894CC19CAD25894CEE27894&FORM=VDRVRV](https://www.bing.com/videos/search?q=ted+talks+on+media+ethics&view=detail&mid=CC19CAD25894CEE27894CC19CAD25894CEE27894&FORM=VDRVRV)
- [https://www.youtube.com/watch?v=osWuWjbeO-Y](https://www.youtube.com/watch?v=osWuWjbeO-Y)

**Class Readings**
- [https://www.isscr.org/scientific-professional-resources/clinical-resources](https://www.isscr.org/scientific-professional-resources/clinical-resources)
- [https://www.nature.com/articles/d41586-019-00665-1](https://www.nature.com/articles/d41586-019-00665-1)
- [https://www.spj.org/ethicscode.asp](https://www.spj.org/ethicscode.asp)
- [https://en.wikipedia.org/wiki/Mitochondrial_Eve](https://en.wikipedia.org/wiki/Mitochondrial_Eve)
- The immortal life of Henrietta Lacks by Rebecca Skloots
- Animal Farm by George Orwell
- **Things Fall Apart by Chinua Achebe**
- The Lorax by Dr Suess
- Brown Skin, White Masks by Hamid Dabashi
- Blood music by Greg Bear
- Amusing ourselves to death

**Reflections**
Write a one page reflection to submit on Sunday the day before the discussion at 5 PM on blackboard

Jan 27 **Introducing the Service Learning Project and E4J**
Students submit and present SL project on Wednesday Feb 5.

**The following event is recommended, not required**

**Leading with Truth: Journalism as a Catalyst for Social Change** (Jepson Alumni Center) Wednesday, January 29, 2020 from 4:30 PM - 6:00 PM
Join the Jepson School for a moderated panel discussion, **Leading with Truth: Journalism as a Catalyst for Social Change**, featuring Leaders-in-Residence Ayesha Rascoe, White House reporter for National Public Radio, and Michael Paul Williams, columnist for the Richmond Times-Dispatch, on Wednesday, Jan. 29 at 4:30 p.m. in the Jepson Alumni Center, Robins Pavilion. A reception will follow. This event is free and open to the public but advance registration is required. For more information and to register visit jepson.richmond.edu

**Contact:** Shannon Best, Associate Director, External Relations & Special Events, 287-6522

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**PART 2:**

**Success: Nature or Nurture?**

Jan 29  **Introducing Success: Nature or Nurture?**

Feb 3  **A Discussion of the Class Readings and Movie**

**Movies**
- Lorenzo’s Oil
- Inside out

**Talks**

https://www.ted.com/talks/moshe_szyf_how_early_life_experience_is_written_into_dna?language=en
https://www.youtube.com/watch?v=JTBg6hqeUTg

**Resources for Epigenetics**

https://learn.genetics.utah.edu/content/epigenetics/
https://ed.ted.com/lessons/how-the-choices-you-make-can-affect-your-genes-carlos-guerrero-bosagna#discussion

**Readings**

https://www.nature.com/articles/s41586-019-1411-0
https://www.scientificamerican.com/article/tragedy-leads-study-severe-child-neglect/
https://www.nature.com/articles/s41398-017-0090-6
https://www.npr.org/sections/health-shots/2019/03/04/699979387/is-your-child-an-orchid-or-a-dandelion-unlocking-the-science-of-sensitive-kids

**Books**
- An Anthropologist on Mars by Oliver Sacks
- Horton hatches the egg by Dr Suess
- She Has Her Mother's Laugh: The Powers, Perversions, and Potential of Heredity by Carl Zimmer
  - Darwin’s Radio by Greg Bear
  - Blink by Malcolm Gladwell

**Reflections**

Write a one page reflection to submit on Sunday before class discussion at 5 PM on blackboard

Feb 5  **Presentation of Service Learning project and ARAMCO world homework given out**

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**The following events are recommended, not required**

**One Book Lecture with Mona Hanna-Attisha** (Modlin Center for the Arts, Camp Concert Hall)
Wednesday, February 5, 2020 from 6:00 PM-8:00 PM
The One Book, One Richmond 2019-20 keynote will feature Mona Hanna-Attisha, pediatrician, professor, public health advocate, and author of What the Eyes Don't See. Released in June 2018, What the Eyes Don't See is a riveting account of a shameful disaster that became a tale of hope, the story of a city on the ropes that came together to fight for justice, self-determination, and the right to build a better world for their—and all of our—children. Dr. Mona Hanna-Attisha ("Dr. Mona") conducted research on lead levels in the water of Flint, Michigan, releasing her findings in September 2015 at a risk to her career. Her research revealed highly elevated lead levels in the water, prompting Dr. Mona to urge Flint residents to stop drinking the water and call for the city to release a health advisory. The ensuing public health emergency would become known as the Flint water crisis. Dr. Mona is the founder and director of the Michigan State University and Hurley Children's Hospital Pediatric Public Health Initiative, a model program to mitigate the impact of the Flint water crisis so that all Flint children grow up healthy and strong.

ChinaFest Irby B. Brown Lecture – China & the Wider World: Art & Material Cultures of the Qin & Han Dynasties (Carole Weinstein International Center, International Commons)
Thursday, February 6, 2020 from 7:00 PM-8:30 PM
The Qin and Han Dynasties (221 B.C.E. – C.E. 220) were an age of transformation in China’s history, when, for the first time, peoples of diverse background were brought together under a centralized administration that fostered a new “Chinese” identity. This presentation by Dr. Jason Sun will explore the seminal changes that took place in the four and half centuries, with a focus on the contact between China and other parts of the world.

Jason Sun is Brooke Russell Astor Curator of Chinese Art in the Department of Asian Art of the Metropolitan Museum of Art, New York. He received his doctoral degree in Chinese Art and Archaeology from Princeton University and was E. Rhodes and Leona B. Carpenter Curator of East Asian Art at the Virginia Museum of Fine Art before joining the Met in 1999. He has curated many exhibitions, including the 2017 landmark show Age of Empires: Chinese Art of the Qin and Dynasties (221 BC-AD 220), and lectured and published widely on a variety of subjects including Chinese jade carving, metalwork, calligraphy, archaeology, and museum studies. This event is free and open to the public and is the opening lecture for ChinaFest 2020. Registration is required. Presented by the ROSE Group for Cross-Cultural Understanding.

PART 3:
Success and Social Entrepreneurship

Feb 10 Introducing Success and Social Entrepreneurship (Community Awareness Project)
Feb 12 Guest Speakers: Lucretia McCulley from the Library and Derek Miller from the Bonner Center
Feb 17 Implementation of CAP
Feb 19 discussion of Class Readings and Movie
Movies
Pay it forward
Dangerous minds
A time to kill
 Articles

https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition
https://ssir.org/articles/entry/from_feel_good_to_real_good
https://ssir.org/articles/entry/navigating_purpose_and_collaboration_in_social_impact_networks
https://ssir.org/articles/entry/mastering_system_change

 links

https://www.schwabfound.org/
https://www.ashoka.org/en-us/focus/social-entrepreneurship
https://echoinggreen.org/fellowship/issues/
https://www.synergos.org/about
https://www.clintonfoundation.org/clinton-global-initiative
https://philanthropyu.org/

 Books

Pedagogy of the oppressed by Paulo Freire
What do you do with an idea?

Three cups of Tea by Greg Mortenson

Motor class as soul crash by Matthew Crawford
Atlas Shrugged by Ayan Rand

 Integral Innovation: New Worldviews by Odeh Jayyousi
What the Eyes Don't See by Mona Hanna-Attisha

 Reflections
Write a one page reflection to submit on the Sunday before class discussion at 5 PM on blackboard

 Feb 24 Presentation of CAP results and message to the world

 **The following events are recommended, not required**

 Factuality: A Diversity Simulation and 90 min. Crash Course on Systemic Inequalities, Blind Spots, and Biases (Faculty and Staff Session) (THC 305)
Thursday, February 27, 2020 from 12:00 PM – 2:00 PM.

 Register for our event here.

 Lecture: The Jim Crow Cigarette
Nan Enstad (University of Wisconsin) will deliver the annual Thomas S. Berry lecture in Economic History. Her talk is entitled, “The Jim Crow Cigarette from Richmond to China: An Intimate History.”

Thursday, February 27, 2020 from 4:30 PM-5:30 PM


**PART 4:**
**Success and Gender**

Feb 26 **Introducing Success and Gender**

March 2 **A Discussion of the Class Readings and Movie**

**Movies**
On the basis of Sex
Mona Lisa Smiles
Hidden figures
KILLING US SOFTLY 4

To access it, simply visit [https://richmond.kanopy.com/video/killing-us-softly](https://richmond.kanopy.com/video/killing-us-softly) and sign in with your University of Richmond credentials.

**Articles and resources**

https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(19)30289-2/fulltext
https://www.tandfonline.com/doi/abs/10.1080/03080188.2019.1607048
https://gender-summit.com/
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6473325/
https://theidealsociety.org/

**Books**

- Five Scarves by Rana Dajani (see uploaded book)
- Wonder Women: Sex, Power, and the Quest for Perfection by Debora Spar
- Teta mother and me by Jean Said Makdisi
- Inferior by Angela Saini
- Reflections on gender and science by Evelyn Fox Keller (MIT)
- Blind spot by Anthony G. Greenwald Mahzarin R. Banaji
**The following events are recommended, not required**

**Reproductive Justice as Human Rights** (Jepson Alumni Center, Robins Pavilion)

Tuesday, March 18 2020 from 7:00 PM-8:30 PM

**Loretta Ross** is the co-founder and former National Coordinator of the SisterSong Women of Color Reproductive Justice Collective. She is the co-author of *Reproductive Justice: An Introduction* and *Undivided Rights: Women of Color Organize for Reproductive Justice*. Reproductive Justice, a term coined by African American women following the 1994 International Conference on Population and Development in Cairo, utilizes a human rights framework to look at reproductive oppression, sterilization abuse, immigration restrictions, gun culture, rape culture, the prison-to-school pipeline, and more. Her talk engages all aspects of Reproductive Justice, the primary framework being used to move beyond the paralyzing debates of abortion politics.

This event is open and free to the public. For questions, please contact Christy Farmer (cfarmer@richmond.edu).

This event is part of the 2019-2020 WILL*/WGSS Speaker Series, and the Westhampton, WILL/WGSS Women’s History Month Speaker.

**Frederick Douglass: Prophet of Freedom** (Jepson Alumni Center, Robins Pavilion)

Wednesday, March 19, 2020 at 7:00 PM

This program, part of the John Marshall International Center Lecture Series, features **David W. Blight**, Pulitzer Prize-winning author, Sterling Professor of History, African American Studies, and American Studies, and Director, The Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University.
Mar 25

Introducing Success and Sports

**The following events are recommended, not required**

Racial Representation in Technoculture (Jepson Alumni Center)
Tuesday, March 25, 2020 at 7:00 PM
This program, part of the Jepson Leadership Forum, features André Brock, Associate professor, School of Literature, Media, and Communication at the Georgia Institute of Technology.

Executive Speaker Series - Scott Hartley, Author of The Fuzzy and the Techie (Robins School, Ukrop Auditorium)

Tuesday, March 30, 2020 at 6:00 p.m. (reception to follow)
The Clean Air of Civil Discourse: Advancing Interfaith Cooperation (Queally Center)
Tuesday, March 31, 2020 at 7:00 PM
This program, part of the Sharp Viewpoint Speaker Series, features Eboo Patel, Founder and President of Interfaith Youth Core, Former Member of President Barack Obama’s Inaugural Faith Council, and Author of Out of Many Faiths
Eboo Patel will discuss the complex landscape of religious diversity in America and the power of interfaith cooperation in the 21st century. Founder and president of Interfaith Youth Core, Patel has worked with governments, social sector organizations, and college and university campuses for more than 15 years to help make interfaith cooperation a social norm. Named by U.S. News & World Report as one of America’s Best Leaders of 2009, Patel served on President Obama’s Inaugural Faith Council and is the author, most recently, of Out of Many Faiths: Religious Diversity and the American Promise (2018).

Mar 30

Human centered design and the Game Design Project

Apr 1  A discussion of the Class Readings and movie
  Movie TBA
  Class Readings
  ▪ TBA

Reflections
Write a one page reflection to submit on the Sunday before class discussion at 5 PM on blackboard

Apr 6  Presentation of the games designed

**The following event is recommended, not required**

Unsettling Ecologies Lecture Series – Neel Ahuja (Weinstein Hall, Brown-Alley Room)

Wednesday, April 10, 2020 from 5:00 PM-6:30 PM
This program, part of the Unsettling Ecologies Lecture Series, features Neel Ahuja, Associate Professor of Feminist Studies, University of California Santa Cruz. The title of the lecture is “From Insurgency to Adaptation: Bangladesh and the Figure of the Climate Refugee”

UNSETTLING ECOLOGIES is a lecture series sponsored by the University of Richmond Department of English, the programs in Women’s, Gender, and Sexuality Studies, and Environmental Studies. The 2019-20 lecture series highlights some of the most provocative interdisciplinary work being done in the environmental humanities. The title of the series—Unsettling Ecologies—invites us to ask at least three questions: How does a focus on ecology unsettle traditional ideas of personhood, politics, and ethical living? How does mainstream ecological thought need to be unsettled by more radical ideas about how we may survive climate catastrophe? And how does thinking seriously about ecology require us to grapple with the colonial projects that animate almost all the pernicious environmental problems we face?

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<td>Apr 8</td>
<td>Lost in translation (invite Mariella) submission of ARAMCO reflection</td>
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<td>Apr 13</td>
<td>Presentation of recycled science art</td>
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| Apr 15 | A discussion of the Class Readings and Movie  
  Movie  
  - The Little Prince  
  Class Readings  
  - TBA |
| Apr 20 | Presentation of childrens book |
| Apr 22 | Course Wrap-up |
| Apr 27 | Submission of final paper |
Events and Research Requirement

Events Requirement
Because of the distributed nature of the Jepson experience, students are asked to attend several events that occur outside of regular class hours. You are required to attend three talks this semester. Please look at the events in the attached list and identify three that you are going to attend. Write these down in your calendar so you don’t miss them. After attending each event, you are asked to write up a brief response (one to two paragraphs) to the event and submit it online in the BlackBoard Journal (the Journal is found under the Tools tab) within one week of the event.
**Research Requirement**

Because we think that one of the best ways to learn about research is to actually be involved in the process, students in LDST390 are expected to volunteer to be participants in research projects. You will be asked to participate in **3 studies** this semester. Many of the topics we will be studying this semester were discovered with the help of students, like you, who volunteered to take part in research pertaining to leadership and influence processes. As is the case at most major universities, researchers at the University of Richmond are currently studying a number of topics that are related to leadership—such as personality, cognition, memory, group behavior, and gender differences—and they need your help to carry out this research. Researchers will contact you periodically throughout the semester, via SpiderBytes and email, and ask if you have time to take part in their research. Involvement can vary from responding to an online survey to going to a laboratory to take part in an experiment. If you agree to take part in a research session, it is important that you be sure to attend at the time scheduled.

The Jepson School of Leadership appreciates the help you give by participating, but if you don’t wish to volunteer there are other ways for you to learn about research first hand. Each semester researchers, from both UR and from other Universities, deliver presentations in which they describe their research. If you wish, you can attend such a talk in place of an hour of participation. It is important, however, that the talk you attend is research-based. Usually, that will be obvious, because the presenter is a social scientist and will use powerpoints to discuss his or her findings. If you have a question about a talk qualifying, just ask.

After participating in each study (or attending each talk), write down the title of the study/talk, the researcher’s/speaker’s name, the date you participated/attended, and a brief description of the study/talk on the sheet attached. You do not need to get the researcher’s signature. I will collect this information at the end of the course.
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