INSTRUCTOR: Dr. Rana Dajani  
EMAIL: rdajani@richmond.edu  
PHONE: 804-287-6083

OFFICE HOURS: Wed 3-4 PM & By Appointment  
OFFICE LOCATION: Jepson Hall 119B

COURSE TIME & LOCATION: Friday: 11 AM-1:40 PM, Jepson Hall 118

COURSE WEBSITE: http://blackboard.richmond.edu

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.

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 six reflection papers this semester. Details for each assignment will be provided in the course.

2. **Projects (50%)**: You will work in groups on six different projects. 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](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/](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](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](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, 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/ 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/ 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 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 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/ 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 22 **Introducing the Course**

### PART 1:  
Success and Biotechnology

Jan 29 **Introducing Success and Biotechnology** and **Introducing the Service Learning Project and E4J**

Feb 5 **A Discussion of the Class Readings and Movie**

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

Feb 12 Students submit and present SL project.

### Feb 12 **Introducing Success: Nature or Nurture?**  
And  **Introducing Recycled Science Art**

Feb 19 **A Discussion of the Class Readings and Movie**

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

Feb 26 **Presentation of Recycled Science Art**

### Feb 26 **Introducing Success and Social Entrepreneurship**  
and **(Community Awareness Project)**

Mar 5 **discussion of Class Readings and Movie**

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

March 12 **Presentation of CAP results**

### PART 4:  
Success and Gender
March 12  Introducing Success and Gender and Drama project

March 19  A Discussion of the Class Readings and Movie

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

Mar 26  Presentation of Drama Project

PART 5:
Success and Sports

Mar 26  Introducing Success and sports and the Game Design Project

Apr 2  A discussion of the Class Readings and movie

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

Apr 9  Presentation of the games designed

PART 6:
Lost in Translation

Apr 9  Lost in translation and introducing children book

Apr 16  A discussion of the Class Readings and Movie

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

Apr 23  Presentation of children’s book and Course Wrap-up

May 7  Submission of final paper
Reimagining Success: Science, Society and Innovation, Spring 2020

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.
## Research/Event Requirement

<table>
<thead>
<tr>
<th>Date:</th>
<th>Title of Study/Talk:</th>
<th>Researcher’s/Speaker’s name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Brief description of study/talk:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Title of Study/Talk:</th>
<th>Researcher’s/Speaker’s name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Brief description of study/talk:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Title of Study/Talk:</th>
<th>Researcher’s/Speaker’s name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Brief description of study/talk:
Expectations Regarding In-Person Attendance During the Pandemic

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

However, students must:
- Notify instructors in advance of the absence if possible. Contact the Student Health Center if sick.
- Keep up with coursework and attend online class sessions if able to do so.
- Submit assignments digitally on time whenever possible.
- Work with instructors to try to reschedule any missed assignments.
- Stay in close communication with instructors.

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

Integrity with Class Recordings

Students shall not:
- Disclose, share, trade, or sell class recordings with/to any other person, organization, business, or institution;
- Post/store these recordings in a location accessible by anyone other than the student, including but not limited to social media accounts.

Students must also comply with any instructions or directions from their faculty regarding the use of such recordings. Students are required to destroy any recordings that were made when they are no longer needed for the student’s academic work. Failure to abide by this policy will be a violation of the Standards of Student Conduct; such issues will be sent to the appropriate University Conduct Officer.

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

Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).³ A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.⁴

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

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

Equity and Inclusion Statement

Course Content: The authors you find on this syllabus reflect structural injustices of the past. Powers of colonialism, racism, and sexism have worked to the advantage of wealthy, straight, cis-gendered, males of European descent. They have been provided with opportunities for education that others were deprived of, and—even among others who were also able to attain an education—their voices have received disproportional amplification in the academy.

Different texts reflect the privileged positions of their authors to different extents, and we will examine some of the biased assumptions of the authors we read. We will also see that even texts written by privileged authors can be used to critique the injustices that privilege reflects and perpetuates. Students are encouraged not to treat any author as a final authority on the issues they discuss. Students’ unique and diverse backgrounds can give them insights that privileged authors may have missed, and so they are encouraged to actively participate in the continuing development of our collective body of knowledge.

Course Discussion: As participants in this course, we must all work hard to be sensitive to the variety of ways in which our statements can negatively impact others, including in particular those whose belong to historically marginalized groups. Even despite our good intentions, you or I may say something that inadvertently causes harm to another student. If or when this happens, we must be receptive to criticism. If other students or I say something in class that causes hurt or concern and you don’t feel comfortable speaking up in class, please come talk to me. I hope that I am able to earn your trust enough so that you feel comfortable talking to me; however, if you do not feel comfortable talking to me in person, please feel free to leave an anonymous note in my office.

Coursework: If you feel like your performance in the class is being impacted by your experiences outside of class, please don’t hesitate to come and talk with me.

If you wish to discuss any other issues related to diversity, equity, and inclusion, I would love to talk to you. I’m almost always available after class. You can also easily set up an appointment with me by emailing me at rdajani@richmond.edu


5. [https://commonground.richmond.edu/contact/bias-incidents/index.html](https://commonground.richmond.edu/contact/bias-incidents/index.html)