

Jepson School of Leadership Studies

LDST 361 01: Sex, Power, and Politics

Fall 2022, Class: T, Th 4:30 -5:45 p.m.

Lauranett L. Lee, Ph.D. Room 120 Jepson

Office Hours: T, Th 2:30-4:00 and 6-7p.m. Room 105A

Syllabus

This course is designed to help students develop their leadership capabilities in small groups. Working collaboratively, students will conduct research, draft and complete focused essays and present their findings to their classmates.

Our primary focus will be centered around the history of reproductive rights as well as the contemporary landscape regarding liberty and gender equality. How are those who are deemed “powerless” impacted by the decisions of those who hold power? How do we listen and respond to divergent opinions and mandates in an increasingly polarized society?

Texts:

Take My Hand by Dolen Perkins-Valdez

The Family Roe: An American Story by Joshua Prager

Reproductive Justice: An Introduction by Ross & Solinger

Requirements:

Three group presentations: Each group will determine their intention and strategy for conveying their collective research

Three individual reflections: Two or three-page guided reflections will provide evidence of a growing knowledge of the subject as well as the individual growth in one's leadership style

Three Bibliographic essays: each group is responsible for creating a thorough document that delves into the subject

Mid-term draft: The mid-term and final papers are group endeavors which convey a culmination of the studied subjects

Final paper: Each group determines the intention, focus, direction, and length.

2022 Calendar:

August 23: Introductions

August 25: Deconstructing text. Perkins- Valdez (pp 353-355)

August 30: Perkins-Valdez (pp 1-138)

September 1: Perkins-Valdez (pp 139 – 258)

September 6: Perkins-Valde (261-352) and Ross and Solinger (pp 1-167)

September 8: Ross and Solinger (pp 168-238)

September 13: Group Presentations

September 15: Group Presentations

September 20: Bibliographic essay

September 22: Reflections due

September 27: Prager (pp xiv – 74)

September 29: Prager (pp 75-122)

October 4: Prager (pp 123-234)

October 6: Prager (pp 235-390)

FALL BREAK Fri. Oct. 7 through Wed., Oct. 12

October 13: Prager (pp 391 484
October 18: Group Presentations
October 20: Group Presentations
October 25: Bibliographic essay
October 27: Reflections due
November 1: Guest Speaker
November 3: Guest Speaker
November 8: Recap
November 10: Reading and study day
November 15: Group Presentations
November 17: Group Presentations
November 22: Bibliographic essays due
THANKSGIVING Th November 24
November 29: Recap
December 1: Reflections due
December 2. Last day of class
December 6. Final Exam

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COMMON SYLLABUS INSERT

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 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.⁵ 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.

¹Sue, 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>

²Bergom, 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>

³Nadal, 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>

⁴Rolón-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>

⁵ <https://inclusion.richmond.edu/>

*Updated 8/11/2021