

SOCIAL FOUNDATIONS OF LEADERSHIP
LDST 102 – Spring 2026

Class Time Monday/Wednesday 3-4.15 pm
Location Jepson 107

Instructor and contacts

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Jepson Hall 130
Office hours: by appointment

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.

What to expect in this class

This class meets twice a week. One meeting (Mondays) is loosely designated as “lecture” – those will combine lectures, readings discussions, and exercises. Lecture days will focus on relevant course concepts (such as “collective action” or “authority”), existing scientific evidence behind them, and your reflection/engagement with those theories and evidence. I expect you to come to lectures having done the assigned readings and ready to actively participate.

The other weekly meeting (Wednesdays) is loosely designated as “lab”. During those meetings, we will focus on a variety of applied skills that will help you take the class content and use it in the outside world. How to find relevant social research and critically engage with it? How to answer pertinent questions using those skills? How do researchers use surveys, and what are the pitfalls of this data collection method? I expect you to come to the labs having done the lab readings and/or assignments and ready to actively participate.

Laptop policy

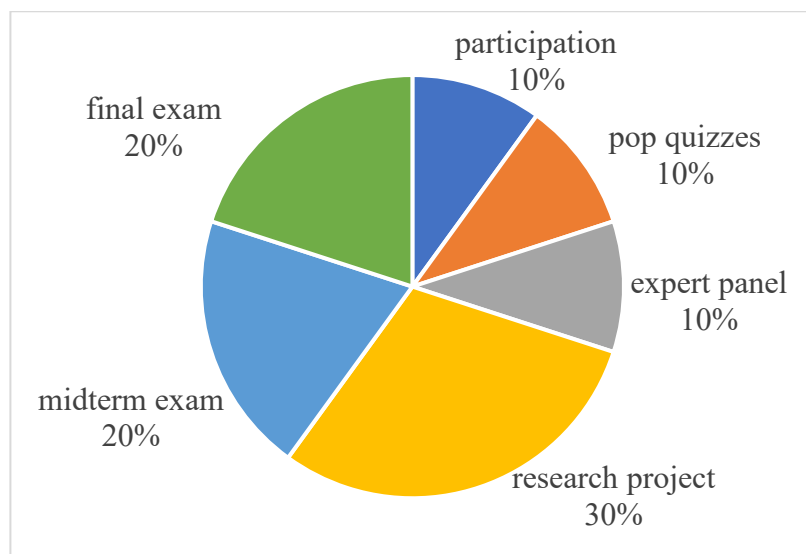
Laptops are only allowed for specific activities and should be put away as a default.

All **lectures** (all Monday meetings except for the in-class writing session on October 6th) are laptop-free. You should have printouts of the readings and/or your reading cheat sheets. You should also take notes during the lectures – both on the content I provide, and on the ideas/takeaways from group discussions and activities. If you need your laptop or a tablet to take notes – please talk to me in the beginning of the semester.

You will need your laptops for specific tasks during **labs** (Wednesday meetings) - to search for research findings, media reports, or work on your own papers. Have your laptops (or tablets) with you on Wednesdays, and I will instruct you when to use them.

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. Written assignments are scaffolded and include in-class writing as well as independent work, with detailed feedback provided on your early drafts. To be successful in this course, you should expect to devote to it 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 (100 points)

Engaging in classroom discussions and activities is fundamental for your success and makes the class fun – for you, your peers, and me!

- In-class: contributing to class discussions, asking questions, participating in group work
 - I mark your participation after each class meeting. You can get anywhere between 0 and 5 points each class session. 5 points (“excellent”) means you formulated multiple contributions and/or meaningful questions and demonstrated mastery of the assigned readings and other class materials. Getting 5 participation points will be hard and should not be expected every time. Depending on the quality of your participation, you can get 4 or fewer participation points. You get 0 participation points if you miss a class or stay silent/disengaged.
- Outside the classroom: talking to the instructor

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

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

- If for some reason you weren't able to or weren't comfortable participating in class – you can always substitute class participation with one-on-one discussion with the instructor. This can happen in person or through email. In the same way, you can get between 1 and 5 participation points, which replace your participation points for a specific class meeting that happened within two weeks of our conversation.
- This does not apply to students missing class without a serious reason or prior discussion.
- 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 in the sense that attendance alone does not earn you any points.

Around midterm, I will inform everyone how many participation points they have so far. If at any point you feel like you can't participate in class for any reason or need more guidance – please reach out to me.

2. Group project: expert panel (100 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 during Week 2:

Group 1	Labor unions
Group 2	Social media influence
Group 3	Disobedience and resistance
Group 4	Political representation

As a group, you will prepare to be questioned by your peers as you discuss a policy issue and available scientific evidence, and to lead a class discussion towards a policy solution.

I will evaluate your performance based on timely submission of discussion materials, the quality of your presentation and class discussion, and your brief reflection on the exercise. I will provide additional instructions in class and on our Blackboard site.

Audience members also fill in a short reflection form at the end of those class meetings and receive participation points for their engagement and reflection (particularly for asking questions!).

3. Research project (300 points)

In your research projects, you will use the social science skills we practice in class to answer your own questions about social reality. You do not need any prior knowledge or experience with social science research. You need a general interest that refers to social behavior, human coordination, or anything similar. We will discuss potential research questions in class.

For this project, you will need to find and interview an “expert”. This can be someone on campus or elsewhere (the magic of Internet!), and the interview can be in person or online. It can be someone with a lived experience or expertise that you think will shed light on your research question. You will then cross-examine your interview evidence and published research findings to answer your research question.

This project is scaffolded – meaning that it consists of a series of intermediate (and low-weight) assignments. Some of them will be completed in class, others will rely on your independent work. As a result, you will write some parts of your final papers as early as February. Here are the elements of the research project and their brief descriptions:

Element	In class/ at-home	Approximate length	Due	Points
Research question	In class ³	~2 pages	February 4 (in class)	20
Background research	In class	~2 pages	February 18 (in class)	30
Respondent(s), interview questions, and consent form	At home	~2 pages	March 2 (11.59 pm)	10
Complete rough draft for peer feedback	At home	~5-7 pages	March 30 (11.59 pm)	20
Peer feedback (anonymous)	At home	N/A	April 6 (11.59 pm)	20
Final paper	At home	~5-7 pages (not including the Appendix)	April 13 (11.59 pm)	150
Project presentation	In class	One slide (template provided)	Your slide: April 13 (11.59 pm) Presentation: last week of class	50
Total				300

Detailed instructions for all written assignments are provided on Blackboard.

At any point while working on your final paper, you can make an appointment at the Writing Center to discuss your paper. Describe your experience by answering the questions [here](#) to gain 5 bonus points that will be added to your final paper grade. You can only claim that bonus once.

4. Pop quizzes (100 points)

Throughout the semester, we will often have short (1-2 questions) pop quizzes on class readings. As long as you do the class reading before the class it is assigned for and focus on the main takeaways (we will discuss some useful techniques early in the semester) – you will do well on the pop quizzes. You can earn up to 110 points for pop quizzes over the semester – and you only need 100, meaning you can do worse on a few of those without consequences. If you miss a pop

³ I will provide additional instructions on how to prepare for in-class writing.

quiz, you get a 0. I reserve the right to provide make up opportunities for missed pop quizzes on a case by case basis for students that have a serious reason for missing a class.

- a. The quizzes can include multiple-choice and short-answer questions.
- b. The quizzes will be completed in class, on paper, and will be closed-book and closed-notes.

5. Midterm exam (200 points) and final exam (200 points)

- a. The exams are taken in class, on paper. If you need special accommodations such as using the Testing Center, make sure you plan for that in advance and inform me. If you can't take the exam on the date specified, talk to me beforehand so we can figure out a solution.
- b. The exams will include multiple-choice, short-answer, and essay questions. They will be hand-written and closed-book. You can use your own printed-out or handwritten reading cheat sheets (1 page per class reading) during the exams. You can't use lecture notes or slides in any form.

Semester at a glance

Here are all the assignments and deadlines for the semester so you know what to expect and plan your time.

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
In-class writing 1	February 4, in class	Wednesday
In-class writing 2	February 18, in class	Wednesday
“Expert panel” group assignment:		
- Submit your group assignment form (1 week before or earlier)		
- Lead in-class group discussion		
Pop quizzes	In-class, throughout semester	
Midterm exam	March 4, in class	Wednesday
Final project*		
- interview details	March 2, 11.59 pm	Monday
- draft	March 30, 11.59 pm	Monday
- peer feedback	April 6, 11.59 pm	Monday
- final version	April 13, 11.59 pm	Monday
- presentation slide	April 13, 11.59 pm	Monday
Final exam	April 30, in class (9 am-12 pm)	Thursday

*See the late submission policy for at-home papers in the policies section of the syllabus.

Course Schedule

Weeks	Lecture date	Lecture (Wednesday)	Lab date	Lab (Friday)
1	12-Jan	<p>Course introduction.</p> <p>Reading: course syllabus</p>	14-Jan	<p>Reading social science and taking reading notes.</p> <p>*Readings: How to Read a Journal Article (Vanderbilt University Library Guide) Sheffler, P. C., & Cheung, C. S. (2020). The role of peer mindsets in students' learning: An experimental study. <i>British Journal of Educational Psychology</i>, 90, 17-34.</p> <p><i>*Readings marked with an asterisk will not appear on the exams. I still expect you to read these materials to prepare for the class they are assigned for and to effectively participate in class activities.</i></p>
2	19-Jan	NO CLASS (MLK Day)	21-Jan	<p>Variables, causal and descriptive research. Formulating research questions and finding relevant research.</p> <p>Before class:</p> <ul style="list-style-type: none"> - Watch this video - Use academic search tools listed below to find 3 relevant articles for someone who's interested in this research question: "Are people less likely to turn out to vote when it is very hot?" <ul style="list-style-type: none"> o Read this guide first.

				<ul style="list-style-type: none"> ○ Use Google Scholar. Extract APA citations for the 3 most relevant articles ○ Do the same with Academic Search Complete. ○ Answer questions in a form (on Blackboard) before class
3	Jan-26	<p>Leadership. Social influence. Formal and informal leadership, active and passive leadership</p> <p>Readings: Forsyth, D. R. (2014). How do leaders lead? Through social influence. In <i>Conceptions of leadership: Enduring ideas and emerging insights</i> (pp. 185-200). New York: Palgrave Macmillan US.</p>	Jan-28	<p>Engaging with social science. Study validity. Evaluating research.</p> <p>Readings: Chaiken, S., & Eagly, A. H. (1983). Communication modality as a determinant of persuasion: The role of communicator salience. <i>Journal of personality and social psychology</i>, 45(2), 241.</p>
	2-Feb	<p>Why is leadership important? Collective action. Prisoner's dilemma and free-riding.</p> <p>Readings: Willer, R. (2009). Groups reward individual sacrifice: The status solution to the collective action problem. <i>American sociological review</i>, 74(1), 23-43.</p>	4-Feb	<p>In-class writing 1: brainstorm research questions, variables, and expectations</p> <p>Before class: Follow assignment instructions on Blackboard to prepare for in-class writing.</p>

5	9-Feb	<p>Leadership and collective action</p> <p>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.</p>	11-Feb	<p>Expert panel 1</p> <p>*Readings: Corporate union busting in plain sight (Economic Policy Institute, January 2025)</p>
6	16-Feb	<p>How do leaders emerge in human groups? Social networks</p> <p>Readings: Emery, C., Calvard, T. S., & Pierce, M. E. (2013). Leadership as an emergent group process: A social network study of personality and leadership. <i>Group Processes & Intergroup Relations</i>, 16(1), 28-45.</p>	18-Feb	<p>In-class writing 2: what does research say about your question?</p> <p>Before class: Follow assignment instructions on Blackboard to prepare for in-class writing.</p>
7	23-Feb	<p>How do leaders emerge in human groups? Dominance and prestige. Interviews for your research projects.</p> <p>Readings: Cheng, J. T., Tracy, J. L., Foulsham, T., Kingstone, A., &</p>	25-Feb	<p>Expert panel 2</p> <p>*Readings: Health misinformation is rampant on social media – here's what it does, why it spreads and what people can do about it (TheConversation, 2023)</p>

		Henrich, J. (2013). Two ways to the top: evidence that dominance and prestige are distinct yet viable avenues to social rank and influence. <i>Journal of personality and social psychology</i> , 104(1), 103.		
8	2-Mar	<p>Why do we follow leaders?</p> <p>Obedience to authority. Milgram</p> <p>Watch: The Milgram Experiment 1962 Full Documentary (guiding questions posted on Blackboard)</p> <p>Read: Burger, J. M. (2009). Replicating Milgram: Would People Still Obey Today? <i>American Psychologist</i>, 64(1), 1-11.</p>	4-Mar	Midterm exam
Spring break				
9	16-Mar	<p>Power, legitimacy, authority, and leadership. Charismatic leadership.</p> <p>Readings: McDonnell, D. (2016). Populist leaders and coterie charisma. <i>Political Studies</i>, 64(3), 719-733.</p>	18-Mar	<p>Collecting data in social sciences: lab experiments. How to evaluate published work that uses lab experiments.</p> <p>Sy, T., Côté, S., & Saavedra, R. (2005). 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(2), 295.</p>

10	23-Mar	<p>What is leadership like in different places? Norms and leadership</p> <p>Readings: Li, J., & Harrison, J. R. (2008). National culture and the composition and leadership structure of boards of directors. <i>Corporate Governance: An International Review</i>, 16(5), 375-385.</p>	25-Mar	<p>Expert panel 3</p> <p>*Readings: Campus protests are part of an enduring legacy of civil disobedience improving American democracy (TheConversation, 2024)</p>
11	30-Mar	<p>Changing norms and leadership.</p> <p>Readings: Paluck, E. L., Shepherd, H., & Aronow, P. M. (2016). Changing climates of conflict: A social network experiment in 56 schools. <i>Proceedings of the National Academy of Sciences</i>, 113(3), 566-571.</p>	1-Apr	<p>Collecting data in social sciences: surveys. How to evaluate published work that uses surveys?</p> <p>Before class</p> <ul style="list-style-type: none"> - Watch the following videos <ul style="list-style-type: none"> o Question wording o Random sampling o International polling - Read the results of a YouGov survey about US public opinion on the Russian-Ukrainian war. - Critically evaluate what you see in the survey report based on your takeaways from the video. How would you conduct a follow-up study to learn more, what would you change and why?
12	6-Apr	<p>What is political leadership like in different places? Political regimes and political leadership.</p> <p>Readings: Batur, A. (2016). <i>Cursus honorum: Personal background,</i></p>	8-Apr	<p>Writing conventions in social science. Providing feedback.</p> <p>*Readings: TBD</p>

		careers and experience of political leaders in democracy and dictatorship—New data and analyses. <i>Politics and Governance</i> , 4(2), 138-157.		
13	13-Apr	<p>Populism and populist leaders</p> <p>Readings: Erisen, C., Guidi, M., Martini, S., Toprakkiran, S., Isernia, P., & Littvay, L. (2021). Psychological correlates of populist attitudes. <i>Political Psychology</i>, 42, 149-171.</p>	15-Apr	<p>Expert panel 4</p> <p>*Readings: How every member got to Congress (The New York Times, 2019) Even with a 30% quota in place, Indonesian women face an uphill battle running for office (TheConversation, 2024)</p>
14	20-Apr	Paper fair: presentations and discussion (part 1).	22-Apr	Paper fair: presentations and discussion (part 2) Final exam Q&A.

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). Assignments or exams that appear to violate academic integrity receive a grade of 0 pending a conversation with me to determine the extent of violation and appropriate consequences.

AI Policy

In this class, I expect you to:

- Learn and practice fundamentals of scientific approach to social reality. That includes an independent ability to critically engage with social science research.
- Submit work that reflects your own understanding and skills so that I can provide useful feedback that you can use to improve

What that means for AI use:

- You can engage with AI as long as those interactions leave something useful in your own mind. Ask yourself: Did that help me discover something? Did I learn? Did that encourage my own creativity?
- You must not use any AI tools to produce anything you give me for grading and feedback.
 - o This includes using AI to rewrite any part of your work. I do not grade you on grammar and vocabulary meaning you don’t need AI tools for editing.
 - o If you can’t formulate something clearly – that means you need to ask me questions, think, and improve your understanding of your own ideas.

Examples of unacceptable use:

- Copying anything from your interaction with AI into your assignments
- Using sources suggested in an AI output without additional verification

If your submitted work shows signs of unacceptable use of AI, you will get 0 points for an assignment pending a conversation with me to determine the extent to which you violated class expectations.

Tips for acceptable use:

- Don’t have your interaction with AI and your assignment open at the same time. If you want – you can use AI to develop your knowledge or get additional feedback, then close

the interaction entirely, and use your updated understanding when completing the assignment.

- Check any ideas you developed while interacting with AI, using outside sources. This should be normal anyway because in this class I ask you to provide supporting evidence for all the claims you're making.

If you have any doubts about acceptable and unacceptable use of AI in this class – please talk to me right away.

Check these publications if you want to know more about AI's [environmental toll](#), [tendency to hallucinate](#), and AI [failing to correct the user's false beliefs](#).

You do not need to use AI to succeed in this class.

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 draft (worth 150 points) can get a maximum of 135 points (150-15=135) if turned in 24 hours late, and a maximum of 120 points if turned in 48 hours late – before any points are deducted based on the grading criteria.
 - 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 any at-home 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

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

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 are 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.

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 membership⁴. Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups⁵. 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)⁶. 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 racism⁷.

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.⁸ With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding

⁴ 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>

⁵ 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>

⁶ 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>

⁷ 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>

⁸ <https://inclusion.richmond.edu/>

myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

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.