

**LEADERSHIP AND THE SOCIAL SCIENCES**  
**LEADERSHIP 102- SPRING 2021**

**INSTRUCTOR:** Dr. Crystal Hoyt      **OFFICE HOURS:** WED 4-5PM & BY APPOINTMENT  
**EMAIL:** choyt@richmond.edu      **OFFICE LOCATION:** Jepson Hall 132  
**PHONE:** 804-287-6825

**COURSE TIME & LOCATION:** Tues/Thurs: 9-10:15am, Jepson Hall 107

**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 empirical social science articles and more popular readings based on social science research. Most of the readings will be available through BlackBoard. 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.

You will also be required to read **one** of the five books below:

- Land, S. (2019). *Maid: Hard work, low pay, and a mother's will to survive*. New York: Hachette Books.
- Kolbert, E. (2015) *Field notes from a catastrophe*. New York: Bloomsbury.
- Kristof, N. D., & WuDunn, S. (2009). *Half the sky: Oppression into Opportunity for Women Worldwide*. New York: Random House.
- Ryan, J. E. (2010). *Five miles away, a world apart: One city, two schools, and the story of educational opportunity in modern America*. Oxford: Oxford University Press.
- Stevenson, B. (2014). *Just mercy: A story of justice and redemption*. New York: Penguin Random House.

**DESCRIPTION AND GOALS OF THE COURSE:**

This course is designed to introduce you to the types of issues studied by social scientists at the Jepson School of Leadership Studies. In this course, we will focus on theoretical and empirical explorations of social interaction. Together we will study fundamental conceptions of the human condition and social interaction. Through doing so, we will gain a basic understanding of social science theories and methodology. Using findings from a variety of the social sciences (e.g., psychology, economics, political science, sociology...) we will explore questions central to an understanding of leadership: Why is leadership so important to us? What's the role of the group in leadership? What are critical contributors to people's success? What beliefs maintain social hierarchy? How do justification processes work at the societal and individual level? Does power corrupt? How logical/illogical and biased/unbiased are we? Does the mind get what it expects? Who gets to choose leaders? Is leadership a real phenomenon or is it just in the eye of the beholder? How do expectations and stereotypes impact how we perceive leaders? What are the fundamentals of persuasion and social influence? Why do people obey authority and why can we be vulnerable to toxic leaders? Why is legitimacy so important to us? How can we make social change? Finally, we will apply the theoretical and empirical work to current events and relevant policy issues. The ultimate goal of the course is to advance your understanding of leadership through an increased appreciation of the rich complexities of human behavior.

**COURSE REQUIREMENTS**

Your grade in the course will be determined by performance on the following course requirements:

**1. WRITTEN ASSIGNMENTS (PAPER: 25%; REACTION PAPERS: 10%):** You will be required to write one individual paper and submit reaction papers to the readings for 8 class sessions. Details for the paper will be provided in the course.

**Reaction papers:** You will be assigned to either Group A or Group B and will submit a short reaction paper (1 page typed, single-spaced; ~500 words) on BlackBoard **before the start of class** on the eight days identified on the class schedule. These reaction papers should attempt to analyze and integrate readings for the day. **First, briefly summarize the readings as part of your reaction paper. Then, provide an *analysis* of the topics.** Reaction papers will be graded as: submitted with excellent effort, it is clear you read and thought about the readings (3), submitted with good effort, you somewhat demonstrate you read and thought about the readings (2), submitted with minimal effort (1) or not submitted (0). **I will drop your lowest reaction paper score.**

Some potential discussion points might be (in no particular order):

- Discuss connections across the readings. How does the research that you are reading relate to previous topics that we have discussed? How are the themes in these readings similar or different to how they have been presented in other class readings?
- Discuss alternative explanations for the findings. Do the explanations provided by the researchers make sense to you? Are there other explanations that seem compelling?
- Under what conditions would different results be found? What are the "boundary conditions" of these ideas/findings? How might other variables (e.g., race, gender, status) qualify or change these findings?
- How can these readings be applied to real life? Do they explain why a social phenomenon or problem exists?
- What are the implications of this research - for social interactions, for personal relationships, for public policy?
- What additional research questions does this work stimulate? What specific questions need further exploration?

**2. EXAMINATIONS (20%, 30%):** There will be two exams in this course, one midterm (**March 7th**) and one cumulative final (**April 29<sup>th</sup>**). The exams will cover information from in-class lectures and discussions and reading assignments. The exams will be open-book and open-notes and will focus on your factual, applied, and conceptual understanding of the material rather than memorization.

### **3. CLASS PARTICIPATION (10%) AND GROUP PRESENTATION (5%):**

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. 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. A student who receives an "A" for class participation comes to every class with questions about the readings in mind. An "A" student engages others with ideas, respects the opinions of others, and consistently elevates the level of discussion. Finally, when we turn to examining how leadership matters for policy issues, you and a small group of other students will give a presentation to the class.

***Makeup Exams and Paper Extension Policy:*** Only under extraordinary circumstances will a make-up exam be administered or will a late paper be 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.

## **RESOURCES AND SUPPORT**

### **OFFICE HOURS**

I encourage you to come see me during office hours as many times this semester as you need or want (email me to schedule). Office hours offer a great opportunity to clarify material, talk about upcoming assignments or those handed back, chat about careers, life, or anything else.

### **Peer Sexual Misconduct Advisors**

The Peer Sexual Misconduct Advisors (PSMAs) are available 24/7 at (804) 346-7674 while in-person instruction is ongoing. PSMAs are students who offer confidential support to students who have been impacted by violence (such as sexual assault, dating violence, stalking, and interpersonal violence), whether they're a survivor, an accused person, or a friend or family member. We can be reached by emailing [psma@richmond.edu](mailto:psma@richmond.edu) or calling/texting (804) 346-7674. For more resources, please <https://prevent.richmond.edu/get-help/index.html>.

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](http://asc.richmond.edu)): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. **Email** [Roger Mancastroppa \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hwatson@richmond.edu\)](mailto:hwatson@richmond.edu) **for coaching appointments in academic and life skills.**

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://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 individual appointments, class library instruction, tutorials, and [research guides](http://libguides.richmond.edu) (libguides.richmond.edu). Students can [contact an individual librarian](http://library.richmond.edu/help/liaison-librarians.html) (library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), or [chat](http://library.richmond.edu/chat.html) (library.richmond.edu/chat.html).

**Career Services:** ([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** ([caps.richmond.edu](http://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](http://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](http://speech.richmond.edu) or 287-6409): 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](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.

## Jepson School of Leadership Studies

### 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](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)

#### 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.<sup>1</sup> Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.<sup>2</sup> 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).<sup>3</sup> 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.<sup>4</sup>

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.<sup>5</sup> 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.

<sup>1</sup>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>

<sup>2</sup>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>

<sup>3</sup>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>

<sup>4</sup>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>

<sup>5</sup> <https://inclusion.richmond.edu/>

## Class Schedule and Reading Assignments

**January 11:**

**Introductions and all that jazz**

### **SOCIAL SCIENTIFIC APPROACHES TO UNDERSTANDING OUR WORLD**

**January 13:**

**Introducing social science approaches and methodology**

- Levitt S. & Dubner, S. (2005). *Freakonomics: The hidden side of everything*. Chpts. 3 & 4

**January 18:**

**Introducing social science approaches and methodology, cont.**

- Antes, A. L. (2009). Methods in leadership research. In M. D. Mumford's *Leadership 101*. Springer Publishing.
- Aronson, E. (1999). Social psychology as science. In *The social animal* (chapter 9, pp. 427-435).
- Jordan, C. H., & Zanna, M. P. (2004). How to read a journal article in social psychology. In H. T. Reis & C. E. Rusbult (Eds), *Close relationships: Key readings* (pp. 483-492). NY: Psych Press.

### **SOCIETAL LEVEL: CONTEXT AND HIERARCHY**

**January 20: GROUP A**

**The importance of context: culture, community, family, generation.**

- Gladwell, M. (2008). *Outliers*. Introduction, Chapters 1-4 (pp. 3-115). Introduction: The Roseto Mystery. Chapter 1, The Matthew effect, Chapter 2, The 10,000-hour rule, Chapter 3, The trouble with geniuses, part. 1, Chpt. 4, The trouble with geniuses, part 2. NY: Little Brown.
- Dhuey, E., & Lipscomb, S. (2008). What makes a leader? Relative age and high school leadership. *Economics of Education Review*, 27(2), 173-183.

**January 25: GROUP B**

**System justifying ideologies**

- Jost, J.T. (2017). A theory of system justification. *Psychological Science Agenda*.
- Anderson, M. D. (2017). Why the myth of meritocracy hurts kids of color. *The Atlantic*.
- Richeson, J. A. (2020). Americans Are Determined to Believe in Black Progress. *The Atlantic*. September, 2020.

**January 27: GROUP A**

**Hierarchy in Society: A focus on Race**

- Zou, L. X., & Cheryan, S. (2017). Two axes of subordination: A new model of racial position. *Journal of Personality and Social Psychology*, 112, 696-717. <https://dx.doi.org/10.1037/pspa0000080>

## February 1: GROUP B

### Legitimacy, fairness, and system justification

- Van der Toorn, J., Feinberg, M., Jost, J. T., Kay, A. C., Tyler, T. R., Willer, R., & Wilmuth, C. (2015). A sense of powerlessness fosters system justification: Implications for the legitimation of authority, hierarchy, and government. *Political Psychology, 36*, 93-110.

## INDIVIDUAL LEVEL: COGNITIVE BIASES, FORECASTING, AND POWER

## February 3: GROUP A

### Does power corrupt?

- Galinsky, A. D., Jordan, J., & Sivanathan, N. (2008). Harnessing power to capture leadership. In Crystal L. Hoyt, George Goethals, and Donelson R. Forsyth (Eds.), *Social Psychology and Leadership*. New York: Praeger.
- Smith, P. K., Overbeck, J. R. (2014). The leaders' rosy halo: Why do we give power holders the benefit of the doubt? In van Prooijen, J.W., Lange, P. A. M. (Eds.), *Power, politics, and paranoia: Why people are suspicious about their leaders* (pp. 53–72). Cambridge, England: Cambridge University Press.

## February 8: GROUP B

### (Ir)rational beings : Where's the logic and accuracy?

- Ariely, D. (2008). *Predictably Irrational*. NY, NY: Harper Collins. Five Chapters: The truth about relativity; The fallacy of supply & demand; The cost of zero cost; Beer & free lunches; The problem of procrastination and self-control.
- Dunning, D., Johnson, K., Ehrlinger, J., & Kruger, J. (2003, June). Why people fail to recognize their own incompetence. *Current Directions in Psychological Science, 12*(3), 83-87.

## February 10: GROUP A

### I can because I'm special: Self-serving biases and self-justification

- Hoyt, C. L., Price, T., & Poatsy, L. (2014). The social role theory of unethical leadership. *Leadership Quarterly*.
- Tavis, C. & Aronson, E. (2007). Mistakes were made but not by me. Orlando, FL: Harcourt. Introduction and Chapter 1: Cognitive dissonance; The engine of self-justification.

## February 15: GROUP B

### Predicting the future

- Tetlock, P. & Gardner, D. (2016). Superforecasting: The art and science of prediction. Chpts 1-3.

## February 17: No Class.

## INTERPERSONAL LEVEL: CHOOSING AND PERCEIVING LEADERS

## February 22: GROUP A

### Why the mind gets what it expects

- Ariely, D. (2008). *Predictably Irrational*. New York, NY: Harper Collins. Chapter: The Effect of Expectations: Why the mind gets what it expects.
- Rosenhan (1973). On being sane in insane places.
- Snyder, M., Tanke, E.D., & Berscheid, E. (1977). Social perception & interpersonal behavior: The self-fulfilling nature of social stereotypes. *Journal of Experimental Social Psychology, 35*, 656-666.

## February 24: GROUP B

### Perceiving leaders: Why we fall for tall, dark, and handsome male leaders

- Gladwell, M. (2005). *Blink*. Introduction and Chapters 1-3: Introduction: the statue that didn't look right (3-17), Chapter 1, The theory of thin slices: how a little bit of knowledge goes a long way (18-47), Chapter 2, The locked door: the secret life of snap decisions (48-71), Chapter 3, The Warren Harding error: why we fall for tall, dark, and handsome men (72-98).
- Nicholas Kristof, "Is Everyone a Little Bit Racist?" and "Sexism Persists, Even Among the Enlightened," NY Times, 2014
- Payne, K., Niemi, L., & Doris, J. (March, 2018). *How to think about "Implicit Bias."* Scientific American.

## March 1:

### Perceiving leaders and the potentially threatening nature of stereotypes

- Hoyt, C. (2015). *Social identities and leadership: The case of gender*. In G. Goethals, S. Alison, R. Kramer, & D. Messick's *Conceptions of Leadership: Enduring Ideas and Emerging Insights*.
- Forsyth, D. R., & Nye, J. L. (2008). Seeing and being a leader: The perceptual, cognitive, and interpersonal roots of conferred influence. In Crystal L. Hoyt, George Goethals, and Donelson R. Forsyth (Eds), *Social Psychology and Leadership* (pp. 116-131). New York: Praeger

## March 3: MIDTERM EXAM

## March 8 & 10: SPRING BREAK!! Have fun ☺

## March 15: GROUP A

### Who is seen and who is rendered invisible?

- Fryberg, S. A., & Eason, A. E. (2017). Making the invisible visible: Acts of commission and omission. *Current Directions in Psychological Science*, 26(6), 554–559. <https://doi.org/10.1177/0963721417720959>
- Sesko, A. K., & Biernat, M. (2010). Prototypes of race and gender: The invisibility of Black women. *Journal of Experimental Social Psychology*, 46, 356–360. <https://doi.org/10.1016/j.jesp.2009.10.016>

## March 17: GROUP B

### Making political judgments

#### Guest speaker: Professor Al Goethals, Professor of Leadership Studies

- Fein, S., Goethals, G., & Kugler, M. B. (2007). Social influence on political judgments: The case of presidential debates. *Political Psychology*, 28, 165-192.

## March 22: GROUP A

### Choosing leaders: Who gets to vote?

- Bartels, L. M. (2008). *Unequal democracy: The political economy of the new gilded age*. Chapter 9: Economic inequality and political representation. (pp. 252-282). New York: Russell Sage Foundation.

## INTERPERSONAL LEVEL: UNDERSTANDING INFLUENCE PROCESSES

### March 24: GROUP B

#### Identity, influence, and power

- Reicher, S. D., Haslam, S. A., Platow, M. J. (2007). The new psychology of leadership. *Scientific American*, Aug/Sep, 22-29.

### March 29: GROUP A

#### The art of persuasion

- Olson, J. M., & Haynes, G. A. (2008). Persuasion and leaders. In Crystal L. Hoyt, George Goethals, and Donelson R. Forsyth (Eds), *Social Psychology and Leadership*. New York: Praeger.

### March 31: GROUP B

#### Winning friends and influencing people: Social Influence

- Cialdini, R. B. (2003, August). Crafting normative messages to protect the environment. *Current Directions in Psychological Science*, 12(4), 105-109.

### April 5:

#### Understanding obedience to authority

- Meyer, P. (1970). If Hitler asked you to electrocute a stranger, would you? *Esquire*.
- Gladwell, M. (2008). Chapter 7 in *Outliers* (pp. 177-224), The Ethnic theory of Plane Crashes “Captain, the weather radar has helped us a lot.” New York: Little Brown.

### April 7:

#### Our vulnerability to toxic leaders...and becoming one ourselves

- Zimbardo, P. (1973). A Pirandellian prison. *The New York Times*.
- Haslam, S. A., & Reicher, S. D. (2012). When prisoners take over the prison: A social psychology of resistance. *Personality and Social Psychology Review*, 16, 154-179.

### April 12:

#### Intergroup interactions and contact

- Richeson, J. A., & Shelton, N. (2007). Negotiating interracial interactions: Costs, consequences, and possibilities. *Current Directions in Psychological Science*, 16, 316-320.
- Tropp, L. R., & Pettigrew, T. F. (2005). Relationships between intergroup contact and prejudice among minority and majority status groups. *Psychological Science*, 16, 951-957.

### April 14:

#### Othering and anti-Asian attitudes

- Reny, T. T. & Barreto, M. A. (2020): Xenophobia in the time of pandemic: Othering, anti-Asian attitudes, and COVID-19. *Politics, Groups, and Identities*, DOI: 10.1080/21565503.2020.1769693



**LEADERSHIP TO WHAT ENDS:  
TAKING A SOCIAL SCIENCE PERSPECTIVE TO CONTEMPORARY SOCIAL PROBLEMS**

**April 19:**

**GROUP 1: Gender-based Inequities**

- Kristof, N. D., & WuDunn, S. (2009). *Half the sky: Oppression into Opportunity for Women Worldwide*. New York: Random House.

**GROUP 2: Climate of Uncertainty**

- Kolbert, E. (2015) *Field notes from a catastrophe*. New York: Bloomsbury.

**GROUP 3: Educational Inequalities in America**

- Ryan, J. E. (2010). *Five miles away, a world apart: One city, two schools, and the story of educational opportunity in modern America*. Oxford: Oxford University Press.

**April 21:**

**GROUP 4: Broken Criminal Justice System**

- Stevenson, B. (2014). *Just mercy: A story of justice and redemption*. New York: Penguin Random House.

**GROUP 5: Poverty and Work**

- Land, S. (2019). *Maid: Hard work, low pay, and a mother's will to survive*. New York: Hachette Books.

**Course Wrap-up**

**FINAL EXAM: Friday April 29 2pm-5pm.**