

Leadership and the Social Sciences
LDST 102 - 01
Spring 2022

Instructor	Hadley Rahrig
Class Time	Mon, Wed, 9 - 10:15 AM
Class Location	Jepson Hall 107
Course Website	
Contact Information	hrahrig@richmond.edu
Office Hours	Mon, Wed, 3 - 5 PM or by appointment

Please note that this syllabus is intended as a guide for students regarding course structure and assignments. While I will try to adhere to the original syllabus as much as possible, I may revise this syllabus based on course needs.

Course Description

This course is an introduction to the study of leadership from the perspective of social sciences. In this course, we will focus on theoretical and empirical study of social interaction. Through readings, reflection and discussion, you will consider “big questions” regarding what it means to be human and why the answer(s) matters for leadership.

Teaching and Learning Methods

This course implements multiple methods to stimulate you to think critically about leadership. As an instructor, I will provide a variety of structured learning experiences to achieve course goals (e.g., lectures, demonstrations, videos, in-class activities, etc.). However, opportunities for intellectual growth and insight will depend on how you engage with the material through in-class discussions, written responses to the readings, and group projects. For this reason, it is critical that you prepare for class by reading, reviewing, and analyzing the topic prior to coming to class.

Moreover, the success of you and your classmates depends on our collective agreement to be fully present. This means that you are responsible for engaging deeply with the material, raising clarifying questions and critiques, listening respectfully to your classmates, and amplifying the voices of your classmates.

How you will be graded

Your grade will be based on your performance across a range of assignments. You will complete one midterm, a final, a series of short reading response papers, a social norms paper, and a group presentation. Additionally, you will be graded on class engagement and discussion, assessed at mid-semester and at the end of the course. Your grade can be calculated based on percentage weights (100% total) or points (1000 points total). A summary of assignments and their grade values are listed below:

Midterm (20%) and Final (30%) = 200 pts, 300 pts

Reading Reaction Papers (15%) = (6 x 25 pts) = 150 pts

Social Norms Paper (15%) = 150 pts

Group Presentation (5%) = 50 pts

Class Participation (15%) = (75 x 2) = 150 pts

Assignments and Class activities

Midterm (20%) and Final (30%): You will take two exams over this semester, one midterm and one final. All exams are open-book and open-note.

Reaction Papers (15%): You will write a reaction paper (1-2 pages, double-spaced, 12 pt font) to a reading from each major topic. In order to receive full credit, reaction papers need to include the following: (1) a brief summary of the reading; (2) 2-3 questions you have about the reading and (3) a comparison to other readings and discussions. Reaction papers should be submitted to Blackboard at 11:59 PM the day before class.

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.**

Experiential Paper (15%): Full details for this paper will be provided in the course and posted on Blackboard.

Group Presentation (5%): At the end of the semester, you will complete a final presentation in small groups that I assign. Full details for this project will be provided at a later date.

Class Participation (15%): The format of the class combines lecture with group discussion of the readings, You are expected to attend all classes, arrive on time, and

fully engage in discussions and activities. Your grade is dependent on quality over quantity. To receive an A in participation you must show signs of engagement with the material and facilitate respectful and productive discussion with your classmates. Indicators of engagement and productive dialogue include:

- Asking questions about course topics
- Asking clarifying questions about course topics while demonstrating a clear attempt to understand the material on your own
- Expressing interest or respectful critique of course material
- Connecting course materials to current events, culture, literature, etc.
- Asking your classmates clarifying questions
- Amplifying the voices of your classmates when they raise important points or questions
- Giving whoever is speaking your full attention - and giving social indicators that you are doing so!

You will receive formal feedback regarding your class engagement through a mid-semester grade. If I have major concerns about your participation before this point I will reach out to you via email.

Recap of Assignments and Due Dates

Assignment	How to submit	Due Date
Reaction Papers	Via Blackboard	11:59 PM on the day before class
Midterm	Via Blackboard, during class session	February 23
Experiential Paper	Via Blackboard	March 23 11:59 PM
Group Presentation	Presented in class; submit presentation via blackboard before the start of class	April 20
Final	Via Blackboard, during exam session	
Class Participation	Assessed throughout the semester	Feedback provided with grade at mid-semester and at the end of the course

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

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/>

Weekly Schedule

Introduction		
January 10		
<ul style="list-style-type: none"> No readings due 		
What is Leadership?		
January 12		
<ul style="list-style-type: none"> Sutherland, N., Land, C., & Böhm, S. (2014). Anti-leaders (hip) in social movement organizations: The case of autonomous grassroots groups. <i>Organization</i>, 21(6), 759-781. 		
Social Scientific Approach		
January 17	MLK Day - No Readings Due	
January 19		
<ul style="list-style-type: none"> Soria, K. M., Werner, L., & Nath, C. (2019). Leadership experiences and perspective taking among college students. <i>Journal of Student Affairs Research and Practice</i>, 56(2), 138-152. 		
<ul style="list-style-type: none"> Jordan, C., & Zanna, M. (2004). How to Read a Journal Article in Social Psychology (pp. 583-588). In H. Reis & C. Rusbult, <i>Close Relationships: Key Readings</i>. New York, NY: Psychology Press. 		

“The Self” & Identity		
➤ A reading response is due for either January 24 or January 26		
January 24		
<ul style="list-style-type: none"> Leary, M. R. (2007). The curse of the self: Self-awareness, egotism and the quality of human life. Chapters 1 and 3. <ul style="list-style-type: none"> Chapter 1: The Self-aware animal Chapter 3: Through the eyes of the ego 		
January 26		
<ul style="list-style-type: none"> Avraamidou, L. (2020). Science identity as a landscape of becoming: Rethinking recognition and emotions through an intersectionality lens. <i>Cultural Studies of Science Education</i>, 15(2), 323-345. 		
<ul style="list-style-type: none"> Rowley, S. J., Ross, L., Lozada, F. T., Williams, A., Gale, A., & Kurtz-Costes, B. (2014). Framing Black boys: Parent, teacher, and student narratives of the academic lives of Black boys. <i>Advances in child development and behavior</i>, 47, 301-332. 		
Leadership Traits & Personality Science		
➤ A reading response is due for one of the next four classes		
January 31	Bring laptop or smartphone to class to complete in-class activity!	
<ul style="list-style-type: none"> Finkelstein, S. (2003). Seven habits of spectacularly unsuccessful people. <i>Business Strategy Review</i>, 14(4), 39-50. 		
<ul style="list-style-type: none"> Stromberg, J., & Caswell, E. (2015). Why the Myers-Briggs test is totally meaningless. <i>Vox</i>. 		
February 2		
<ul style="list-style-type: none"> Gerring, J., Oncel, E., Morrison, K., & Pemstein, D. (2019). Who rules the world? A portrait of the global leadership class. <i>Perspectives on Politics</i>, 17(4), 1079-1097. 		
<ul style="list-style-type: none"> Handwerk, B. (Oct. 22, 2020). How animals choose their leaders, from brute force to democracy. National Geographic. 		
February 7		
<ul style="list-style-type: none"> Petersen, M. B., & Laustsen, L. (2020). Dominant leaders and the political psychology of followership. <i>Current Opinion in Psychology</i>, 33, 136-141. 		
<ul style="list-style-type: none"> Simmons, L. (Apr 30, 2020). How narcissistic leaders destroy from within. Insights by Stanford Business School. 		
February 9		

<ul style="list-style-type: none"> • Priebe, C., & Van Tongeren, D. R. (2021). Women pay a steeper price for arrogance: Examining presentation style, gender, and humility. <i>The Journal of Positive Psychology</i>, 1-9. 		
<ul style="list-style-type: none"> • Wang, D. C., Hall, M. E. L., Shannonhouse, L. R., Mize, M. C. B., Aten, J. D., Davis, E. B., ... & Annan, K. (2021). Why humility is vital to effective humanitarian aid leadership: A review of the literature. <i>Disasters</i>, 45(4), 797-818. 		
Morality & Ideology		
➤ A reading response is due for either February 14 or February 16		
February 14		
<ul style="list-style-type: none"> • Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. <i>Psychological Review</i>, 108(4), 814. 		
<ul style="list-style-type: none"> • Hester, N., & Gray, K. (2020). The moral psychology of raceless, genderless strangers. <i>Perspectives on Psychological Science</i>, 15(2), 216-230. 		
February 16		
<ul style="list-style-type: none"> • Finkel, E. J., Bail, C. A., Cikara, M., Ditto, P. H., Iyengar, S., Klar, S., ... & Druckman, J. N. (2020). Political sectarianism in America. <i>Science</i>, 370(6516), 533-536. 		
<ul style="list-style-type: none"> • Smith, K. B., Oxley, D. R., Hibbing, M. V., Alford, J. R., & Hibbing, J. R. (2011). Linking genetics and political attitudes: Reconceptualizing political ideology. <i>Political Psychology</i>, 32(3), 369-397. 		
Midterms		
February 21		
<ul style="list-style-type: none"> • Review for Midterm 		
February 23		
<ul style="list-style-type: none"> • Midterm 		
Groups and Intergroup Processes		
➤ A reading response is due for either February 28 or March 2		
February 28		
<ul style="list-style-type: none"> • Gallo, M. M. (2014). The parable of Kitty Genovese, The New York Times, and the erasure of lesbianism. <i>Journal of the History of Sexuality</i>, 23(2), 273-294. 		
<ul style="list-style-type: none"> • Resnick, B. (2018). The Stanford Prison Experiment was massively influential. We just learned it was a fraud. Vox. 		
March 2		

<ul style="list-style-type: none"> Forsyth, D. R. (2020). Group-level resistance to health mandates during the COVID-19 pandemic: A groupthink approach. <i>Group Dynamics: Theory, Research, and Practice</i>, 24(3), 139. 		
<ul style="list-style-type: none"> Abrams, D., Wetherell, M., Cochran, S., Hogg, M. A., & Turner, J. C. (1990). Knowing what to think by knowing who you are: Self-categorization and the nature of norm formation, conformity and group polarization. <i>British Journal of Social Psychology</i>, 29(2), 97-119. 		
<p>Spring Break - No class March 7, March 9</p>		
<p>Groups and Intergroup Processes</p>		
<p>➤ A reading response is due for either March 14 or March 16</p>		
March 14		
<ul style="list-style-type: none"> Edsall (Mar. 13, 2019). "No hate left behind" The New York Times 		
<ul style="list-style-type: none"> Mackie, D. M., Smith, E. R., & Ray, D. G. (2008). Intergroup emotions and intergroup relations. <i>Social and Personality Psychology Compass</i>, 2(5), 1866-1880. 		
March 16		
<ul style="list-style-type: none"> Vanman, E. J. (2016). The role of empathy in intergroup relations. <i>Current Opinion in Psychology</i>, 11, 59-63. 		
<ul style="list-style-type: none"> Moore-Berg, S. L., & Karpinski, A. (2019). An intersectional approach to understanding how race and social class affect intergroup processes. <i>Social and Personality Psychology Compass</i>, 13(1), e12426. 		
<p>Technology & Social Media</p>		
March 21		
<ul style="list-style-type: none"> Mina, A. X. (2017). When Internet memes infiltrate the physical world. https://www.theatlantic.com/technology/archive/2017/05/when-internet-memes-infiltrate-the-physical-world/523887. 		
<ul style="list-style-type: none"> Paravati, E., Naidu, E., Gabriel, S., & Wiedemann, C. (2020). More than just a tweet: The unconscious impact of forming parasocial relationships through social media. <i>Psychology of Consciousness: Theory, Research, and Practice</i>, 7(4), 388. 		
March 23	Experiential Paper Due	
<ul style="list-style-type: none"> America's Health Will Soon Be in the Hands of Very Minor Internet Celebrities https://www.theatlantic.com/technology/archive/2021/02/vaccine-influencers-covid-anti 		

[-vax-instagram/618052/](#)

- Weeks, B. E., Ardèvol-Abreu, A., & Gil de Zúñiga, H. (2017). Online influence? Social media use, opinion leadership, and political persuasion. *International Journal of Public Opinion Research*, 29(2), 214-239.

Power & Hierarchy

- A reading response is due for either March 28 or March 30

March 28

- Sturm, R. E., & Antonakis, J. (2015). Interpersonal power: A review, critique, and research agenda. *Journal of Management*, 41(1), 136-163.
- 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

March 30

- Van der Toorn, J., Feinberg, M., Jost, J. T., Kay, A. C., Tyler, T. R., Willer, R., & Wilmoth, C. (2015). A sense of powerlessness fosters system justification: Implications for the legitimation of authority, hierarchy, and government. *Political Psychology*, 36(1), 93-110.

Creativity and Vision

- A reading response is due for either April 4 or April 6.

April 4

- Grant A. The Originals. Chapters TBD

April 6

- Grant A. The Originals. Chapters TBD

Communication & Persuasion

- A reading response is due for April 11, April 13, or April 18

April 11

- Hasson, U., Ghazanfar, A. A., Galantucci, B., Garrod, S., & Keysers, C. (2012). Brain-to-brain coupling: a mechanism for creating and sharing a social world. *Trends in Cognitive Sciences*, 16(2), 114-121.

<ul style="list-style-type: none"> Moore-Berg, S. L., Parelman, J. M., Lelkes, Y., & Falk, E. B. (2020). Neural polarization and routes to depolarization. <i>Proceedings of the National Academy of Sciences</i>, 117(46), 28552-28554. 		
April 13		
<ul style="list-style-type: none"> Kubin, E., Puryear, C., Schein, C., & Gray, K. (2021). Personal Experiences Bridge Moral and Political Divides Better than Facts. <i>Proceedings of the National Academy of Sciences</i>, 118(6), 1-9. 		
<ul style="list-style-type: none"> Pennycook, G., Cheyne, J. A., Barr, N., Koehler, D. J., & Fugelsang, J. A. (2015). On the reception and detection of pseudo-profound bullshit. <i>Judgment and Decision making</i>, 10(6), 549-563. 		
April 18		
<ul style="list-style-type: none"> Kara-Yakoubian, M., Rotella, A., Dorfman, A., & Grossmann, I. (2021). How Wisdom Engages the Possible. 		
<ul style="list-style-type: none"> Grant, A. (2021). Persuading the unpersuadable, <i>Harvard Business Review</i>. 		
<ul style="list-style-type: none"> Grant, A. (2021). The science of reasoning with unreasonable people. <i>The New York Times</i>. 		
April 20		
<ul style="list-style-type: none"> Group Presentations 		
Spring Term Exams		
April 25 - April 30		